DOCUMENT RESUME

ED 247 512 CG 017 674

TITLE Ideas that Work: A Compendium of Guidance Program Practices K-12.
INSTITUTION New York State Education Dept., Albany. Bureau of Pupil Services.
PUB DATE 84
NOTE 346p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS *Career Counseling; *Counseling Techniques; Counselor Role; *Educational Resources; Elementary School Students; *Elementary Secondary Education; *Guidance Programs; Parent Role; Secondary School Students
IDENTIFIERS *New York

ABSTRACT

This book contains the results of the Guidance Materials Acquisition Project, initiated by the New York State Education Department in 1983. The purpose of the project was to identify and compile kindergarten through grade 12 guidance materials and practices developed by local school districts and boards of cooperative education services. An introduction to the use of the publication includes an explanation of the New York Commissioner of Education's coding system of public school guidance services by nine major categories. In part I, over 200 practices and ideas that currently work are described briefly; they are arranged by school district under the code's nine category headings: counseling approaches, guidance programs, inservice programs, instruction in career planning, parent meetings and workshops, forms and functions, printed materials and resources, special activities and programs, and program planning and scheduling. Part II, the largest portion of the book, is presented in the five appendices. Appendix A contains supplemental materials described in part I, while Appendix B lists the materials by school district. Appendix C is a bibliography of materials available from the New York State Education Department. Appendix D is a summary of the current regulation and contrasts the old and revised regulation. Appendix E is a self-assessment checklist to help schools determine their compliance status. The book concludes with a subject index that refers the reader to the numbered entries in part I. (BL)

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Ideas That Work

A Compendium Of Guidance Program Practices K-12

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IDEAS

THAT WORK

A Compendium Of

Guidance Program

Practices K-12

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FOREWORD

In the spring of 1983, the State Education Department initiated a Guidance Materials Acquisition Project in cooperation with the District Superintendents, local school districts and the New York State Counseling Association (NYSCA). The purpose of the project was to identify guidance K-12 materials and practices developed by local school districts and Boards of Cooperative Education Services (BOCES) that could be used to implement the Commissioner's Regulation 100.1(g) concerning guidance. This publication presents those materials for grades K-12 which, of 420 collected and reviewed from 150 school districts, best met the State criteria. Its purpose is to describe ideas that currently work in the school districts so that readers may obtain some general ideas to supplement their present program or to fill gaps in their guidance plans.

A four-step process involving local school districts, the ten BOCES Management teams, NYSCA, and the State Education Department was used to review and select the materials for this publication. First, the Bureau of Pupil Services conducted ten regional workshops to acquaint school personnel with the purpose of the Guidance Materials Acquisition Project and with criteria to be used in evaluating the materials and practices. Second, a regional NYSCA/BOCES team reviewed the materials submitted by area schools. Third, a NYSCA team reviewed the materials which passed the regional screenings and made recommendations to the State Education Department. Finally, the Bureau of Pupil Services developed a summary of the practices and prepared this document for publication.

The State Education Department expresses its appreciation to the District Superintendents, their BOCES staff, the New York State Counseling Association and the school districts that submitted and evaluated the materials. The staff of the Bureau of Pupil Services, Gwendolyn Ripp, Kenneth York, Robert MacMullen, Joseph Gerdin, and John Soja under the supervision of John Stebbins, Supervisor of Pupil Services, prepared the manuscript for publication.

CONTENTS

		PAGE
Foreword		iii
To the Reader		1
	How to Use This Publication	1
	Commissioner's Regulation 100.1(g)	2
I.	Practices/Ideas	
	A. Counseling Approaches	4
	B. Guidance Plan/Program	7
	C. Inservice	11
	D. Instruction/Career Planning	15
	E. Parent Meetings/Workshops	26
	F. Forms/Functions	29
	G. Printed Materials/Resources	34
	H. Special Activities/Programs	50
	I. Program Planning/Scheduling	62
II.	Appendix	
	A. Supplemental Materials	68
	B. List of School Districts/BOCES Represented by Materials	265
	C. Bibliography of State Education Department Publications	284
	D. Summary of Guidance Regulation	286
	E. District Guidance Plan Review Checklist	287
	F. Index	289

TO THE READER

How to Use This Publication

The narrative summaries in Section I. Practices/Ideas describe ideas that currently work in the listed school districts. Read them to get general ideas to supplement your present program or to fill in gaps that appear in your guidance plan.

Appendix A contains supplemental materials described in the narrative summaries. These may be reproduced as is or modified for particular district needs.

The school districts which submitted material are listed in Appendix B to enable you to make contact directly if you wish and to know what is happening in your area.

A bibliography of materials available from the State Education Department is included for your ordering convenience as Appendix C.

Appendix D is a summary of the current regulation and contrasts the old and revised regulation.

Appendix E is a self-assessment checklist to help you determine the compliance status of your district guidance plan.

The coding system and index reference individual entries in this book to Commissioner's Regulation 100.1(g) which is reproduced below with section coding. Classification and reference codes are also used. The coding is as follows:

Materials/Practices Classifications	Regulation Subsections	Reference Numbers for School-Developed Material
A= Counseling Approaches B= Guidance Plan/Program C= Inservice D= Instruction/Career Planning E= Parent Meetings/Workshops F= Forms/Functions G= Printed Materials/Resources H= Special Activities/Programs I= Program Planning/Scheduling	G= General Areas S= Secondary Areas (7-12) E= Elementary Areas (K-6) (see next page for reference numbers)	

Example

D S6 45

D = Instruction/Career Planning
S6 = Individual Counseling to help students develop and implement post-secondary education and career plans
45 = 45th entry (Connetquot Central School practice)

COMMISSIONER'S REGULATION SECTION 100.1(g)

Reference Number	
(G2)	(1) Public Schools. Each school district shall have a guidance program for all students.
(S1)	(i) In grades 7-12, the guidance program shall include the following activities or services: (a) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups of students;
(S2)	(b) instruction at each grade level to help students learn about various careers and about career planning skills;
(S3 - S8)	(c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any school behavioral or adjustment problems,
(S9)	and to encourage parental involvement;
(S10)	(d) the services of personnel certified or licensed as school counselors.
(G3)	(ii) In grades K-6, the program shall be designed in coordination with the teaching staff
(E1)	to prepare students to participate effectively in their current and future educational programs,
(E2)	to help students who exhibit any school behavioral or adjustment problems,
(E3)	and to encourage parental involvement.
(G4)	(iii) Each school district shall develop a district plan, effective September 1983, which sets forth the manner in which the district shall comply with the requirements of this subdivision.
(G5)	Such plan shall be filed in the district offices and shall be available for review by any individual.
(G6)	The plan shall present program objectives, which describe expectations of what students will learn from the program;
(G7)	activities to accomplish the objectives:
(G8)	specification of staff members and other resources assigned to accomplish the objectives:
(G9)	and provisions for the annual assessment of program results.
(G10)	The plan shall be reviewed annually by the school district, and revisions shall be made as necessary.
(G11)	(2) Non-public Schools. Each secondary school shall provide a guidance and counseling program for students in grades 7-12.

I. PRACTICES/IDEAS

A. Counseling Approaches

Counseling aids students in the learning and growth process through a step-by-step approach. This approach helps them (1) clarify their problem, (2) explore the resources and talents they have at their disposal to solve the problem, (3) analyze alternative solutions, and (4) determine a course of action. The initial reason for counseling is to help with a specific problem, but an important secondary purpose is to help students establish their own methods for dealing with future decisions. This requires them to learn how to understand themselves and how to use this understanding to their advantage.

As a result of counseling, students should exhibit one or more of the following desired results as measured by teacher/staff observations, analysis of school records, or student self-reports:

- improved school performance
- ability to identify career goals and make plans
- reduced incidence of unacceptable behavior
- improved self-image
- improved social relationships
- acceptance of responsibility for their behavior.

Students come to counselors by referral and on their own initiative to receive assistance.

Counseling may be individual, in small groups, or by peers. Examples of counseling approaches follow.

Cattaraugus Central School District A S8 1

Students in grades seven and eight who have failed two or more courses in a given marking period participate in a peer counseling program. The counselor in cooperation with the social studies teacher selects and trains peer counselors from twelfth grade. Peer counselors address, in discussion, issues related to reasons for failure such as not doing homework, poor preparations for tests, and bad attitudes about studying. They offer information, reassurance, support, and suggestions, and help students set immediate or long-range goals. Student feedback reports provide followup for the social studies teacher to share with the counselor.

Copiague Union Free School District A S4 2

Student orientation to high school includes a series of group counseling sessions. Groups of 12 to 15 students meet for eight weekly sessions to identify and explore student concerns and common interests through value clarification and awareness activities, and to improve their communication skills.

Copiague Union Free School District A S6 3

An evening counseling center is open one evening each week from 6-9 P.M. and staffed by two guidance counselors and a job placement specialist. The needs of school dropouts, as well as the need for a job placement center, led to the establishment of this program. Group work with parents stresses two topics:

Systematic Training for Effective Parenting (STEP) and adolescent development. The counselors administer, score, and interpret the General Aptitude Test Battery (GATB) to students and parents. In addition, a computer can perform searches for educational and career-related information. Job development activities take place through local business and industry. The center seeks both part-time and full-time employment opportunities for its clients.

Copiague Union Free School District A S9 4

Counselors schedule non-traditional work hours (2 PM - 9 PM) for one day each month when school is in session. This system encourages parental involvement at all grade levels since parents who are unable to take time from work to come to school during the regular school day have an opportunity to meet with the counselor.

Frontier Central School District A S8 5

The Progress Achieved with Student Support (PASS) project helps students who are failing some or all their school subjects or who have a history of failure. PASS is a group counseling program for students to help them to gain insight and acceptance from their counselor and a school psychologist during the second semester. Topics include: Positive and Negative Aspects of School; Aspects of School That Can Be Changed and That Can Not; Expectations of Parents; Teachers and Group Members; the Effect Teachers Have on Grades; Excellence in Non-academic Areas; and Evaluation of the Group. Groups deal with feelings of anger, frustration, and worthlessness. The group members reassess their goals and expectations and develop a determination to "make it."

Lewiston-Porter Central School District A S8 6

Students who achieve below average can participate in a series of group counseling sessions designed to help them: evaluate their achievement, explore their interests, identify their skills, establish goals, improve study skills, examine and modify their behavior, and increase self-motivation. (See Appendix)

Massapequa Union Free School District A S6 7

Summer counseling sessions supplement and update previous sessions held with a counselor, student, and parent to plan and investigate college placement and sources of financial aid. A counselor spends five days with scheduled appointments for identified seniors and parents and for others on request. Details include: Class Rank, Admission Tests, College Visits, Application Procedures, and Financial Aid.

Oceanside Union Free School District A S8 8

Students who exhibit behavior or adjustment problems can participate in a 15-week, twice-a-week Discovery Group counseling program. Groups are discussion-oriented around shared problems following a series of activities to help members to know each other, to commit themselves to the group, and to become aware of their role within the group. A parent orientation meeting held at the start and student-parent meeting held at the conclusion serve to share experiences. A peer leader training program in the spring prepares students for co-leading the next year's program.

Shelter Island Union Free School District A S4 9

The guidance program offers students in grades 9-12 the opportunity to participate in ten to twelve group counseling sessions. Students and their parents receive descriptive material which states: "Group counseling allows students to work with a small group of students who are interested in helping each other. Individual goals for each student are set in conjunction with the counselor. Many times individuals have the same goals. Group counseling allows students to work cooperatively together to achieve their goals. Group counseling is more effective than individual counseling when a student's goal is to develop the ability to communicate more effectively and openly with peers. The social atmosphere in the group is such that a helpful climate exists. Discussion about people or events outside the group is discouraged. Each member is there to work on personal growth rather than engage in "non-helping" conversation. The group is composed of one counselor and five to ten students who have expressed an interest in discussing their feelings, goals, and interests. The group members may be all girls, all boys or coed. No more than two grade levels are represented.

"No student is required to participate in a counseling group. The program is completely voluntary."

Smithtown Central School District A S8 10

Students who have two or more failures on the first quarter report card report to weekly group sessions where they discuss their feelings about their grades and the reaction of their parents, interaction with teachers, and how to get help from a variety of sources. Evaluation consists of a comparison of the first report card with the second and student responses to an evaluation form.

B. Guidance Plan/Program

Commissioner's Regulation 100.1(g) requires each district to develop a district guidance plan that presents program objectives, activities, resources and provisions for assessment. The summaries which follow contain excerpts from plans developed in various districts.

Corning City Schools B G2 11

Using a guidance council approach, the district established a program description, titled Excellence in Education: The Guidance Program. Part I of the document presents a rationale, Part II a philosophy, Part III district goals, Part IV the need for an elementary level guidance program, Part V specific goals and behavioral outcomes of the secondary program, and Part VI related concerns and issues including time allocations of functions, leadership, and responsibilities of the Board of Education and administration to guidance.

Elmsford Union Free School District B G4 12

The activities of school counselors insure that specific services are delivered and goals are met. Program objectives relate to these activities and include target dates and evaluation methods.

Franciscan High School, Mohegan Lake B G11 13

The guidance plan contains three segments: (1) Programs, Activities, Administrative Functions Specific to Each Grade Level; (2) Programs, Activities and Administrative Functions Provided on All Grade Levels; and (3) Functions of the Guidance Secretary. The plan outlines the instructional component for each grade level as well as the testing program, the scheduling process and any special out-of-school programs. The instructional components focus on understanding of self and improved study skills at Grade 9, interests, values and information resources in career planning at Grade 10, the problems of career and college selection, preparing an autobiographical record and an action calendar at Grade 11; and decision making and personal planning at Grade 12. (See Appendix)

Hartford Central School District B E1 14

A comprehensive Career Education/Group Guidance Curriculum for grades K-12 emphasizes, in grades K-6, self-knowledge and the acceptance of others as valuable human beings. Students begin to examine their values and morals, as well as to learn some basic decision-making techniques and undergo training in communication skills, with the goal of developing of closer and more effective interpersonal relationships. A counselor meets with students in each elementary classroom each week for 30 minutes. The Board of Education has mandated that the curriculum be delivered at each grade level.

Hartford Central School District B S2 15

A group guidance program makes students in grades 7-12 aware of their individual potential by having them discover and affirm their values and morals, learn how to make a decision, develop knowledge about their interests and abilities,

and become aware of the opportunities that exist in the world of work. Students in grades 7 and 8 are exposed to changes physically, emotionally, and socially. The present curriculum emphasizes feelings of self-worth, friendship, and communication skills. It examines peer pressure and dating. The guidance counselor meets with small groups (8-10) of students once a week for a period of ten weeks sometime during the school year. The emphasis is career education in high school. Topics include values clarification, work values, life-style preferences, interest and ability testing, making a decision about a career, knowing how and where to find career information, and seeking and keep a job.

The program uses various commercial materials. Each session contains topics, activities and student outcomes. Evaluation checklists are a required part of all the instruction provided.

Liverpool Central School District B E2 16

The guidance/counseling program includes the philosophy of the school district and that of the guidance department. The program has three major components: counseling, curriculum and maintenance/support. The program contains K-6 and 7-12 sections. The guidance department's program committee will review each year the objectives, activities and outcomes of the guidance program. An annual report will present the Superintendent and the Board of Education information concerning guidance program accomplishments and development.

Patchogue-Medford Union Free School District B S2 17

A guidance curriculum for grades 7-12 contains a series of structured group and individual experiences for all students. Specific activities address for each grade level the areas of knowledge of self, study skills, knowledge of world of work, data gathering, decision making, and personal planning. (See Appendix)

Port Jefferson Union Free School District B G2 18

A handbook describes the K-12 guidance services and program. It includes sections on goals of guidance; individual counseling, multiple counseling; vocational and educational materials, guidance publications, interrelationships with school personnel, the testing program, use of tests and the cumulative record.

The elementary school section describes relationships between the counselor and the child, the counselor and the teacher, the counselor and the nurse. Systematic procedures and activities address the guidance needs at the primary and intermediate levels. There are also sections on specific activities at the junior high and high school level. The handbook includes a description of how community and outside agencies are used. (See Appendix)

Rush-Henrietta Central School District B G2 19

A Guidance Program Review Committee, developed as a result of a charge by the Superintendent, identifies, in order of priority: the goals for the guidance program for each grade level, a core of activities at each grade level that each student, parent and teacher should experience, and activities which students with special needs should receive on an as-needed basis.

Guidance services at the secondary level focus upon the strengths and weaknesses of students in these areas: the identification and encouragement of talents, the prevention and alleviation of conditions in school and other settings interfering with adolescent development and learning, and the use of school and community resources to assist students in solving learning-related problems.

The guidance program of the district operates in four areas: orientation activities, educational counseling, social/emotional development, and career awareness/exploration/planning.

Schenectady City Schools B G4 20

A guidance program task force of 21 educators representing elementary, middle, and high school administrators, teachers, library media specialists, counselors, and the director of pupil services developed the district guidance plan. The task force also made recommendations for staffing and program delivery modifications. (See Appendix)

Shelter Island Union Free School District B G2 21

A form outlines by specific activity all the segments of the district 6-12 guidance program.

Section I states that individual counseling/consultation sessions are scheduled to discuss aptitude or achievement testing results, career interests, permanent record information, teacher evaluations, college applications, educational or vocational plans, and personal concerns for all students in each grade 6-12. Section II discusses course selection and adjustment activities. Section III lists all testing available to students with required testing noted. Section IV lists the group guidance activities and other participatory activities by grade level. Section V discusses group counseling. Section VI lists guidance field trips including a tour of the BOCES Occupational Center, a required activity at grade 9.

Sherrill City Schools B G2 22

The guidance plan for grades 7-12 provides an overview of current program and services. It includes program objectives, an outline of services and grade level activities.

Spencerport Central School District B G2 23

The guidance program for grades 7-12, described in a comprehensive document, identifies philosophy, goals, developmental sequences, primary elements and related concepts, grade level objectives and lesson plans, student profile cards, and evaluation forms and procedures. This represents a broad-based developmental guidance program to meet the needs of all students, delivered primarily in small groups. (See Appendix)

Syracuse City Schools B S2 24

Each student in grades 7 through 12 participates in a required number of career activities. The Career Planner starts with the student/parent interview at grade 8 and continues to be updated each year through grade 12. Materials include

a seventh and eighth grade career program; a counselor's manual for the 9-12 program, including objectives, directions for student activities, sample materials, scheduling suggestions, evaluation forms, a career preparation sequence chart and student workbooks for grades 9, 10, 11 and 12. (See Appendix)

Westhill Central School District B S3 25

The "Student Sequential Guidance Profile" is a record of various sequential educational and career activities that students participate in through grades nine to twelve. Activities present the student with an educational and career basis upon which to plan later on-the-job experience. Students who complete the exercises and requirements gain an understanding of the complex world of work and prepare for employment and further education. Each student folder contains a copy of the profile sheet. Parents receive the original copy by mail with the year-end report card. (See Appendix)

C. In-service

To improve program effectiveness, many districts conduct in-service programs for staff members. Some of these are formal meetings and workshops, others are in the form of printed materials. Examples of both types follow.

Cato-Meridian Central School District C E1 26

An in-service program for teachers focuses upon "Career Education for the Classroom." A Leader's Guide includes a workshop outline, a lecture outline, an outline of the district's career education program, an overview of career resource centers, and sample handouts used for teacher training. The 5-8 day workshop has infusion of career education concepts into daily classroom work as its main theme.

New York City, Board of Education (Supportive Services Program) C E2 27

The Family Counseling Primer introduction states: "Family counseling is based on the premise that the symptoms of any family member at a given time are seen as a comment on a dysfunctional family system." The Primer is used individually and for training with groups of persons. It covers a wide range of topics: individual vs. family counseling, family systems, family counseling techniques, step families, single parent families, the first family interview, case studies, and seminal thinkers in family counseling. It includes an extensive bibliography. (See Appendix)

New York City, Board of Education (Supportive Services Program) C E1 28

Group Guidance Primer begins with a review of the differences between group guidance and group counseling. There are themes and outlines for eight different group meetings. The themes for the groups are: Getting to Know One Another, How I Feel About School, Achievement Motivation, Goal Setting, Deciding, Group Decision Making, Values, and Self-Inventory. Each meeting outline includes a step-by-step procedure to get a session started and includes additional information for use when and if a session tends to lag.

New York City, Board of Education (Supportive Services Program) C E2 29

Individual Counseling is an in-service manual which is used individually and for training with groups of persons. The publication distinguishes between effective counseling behaviors and skills of the trained counselor and those of the non-professional (layman). It analyzes the reluctant client and discusses ways to deal with the reluctance. It provides a review of problems encountered when counseling students with learning problems. The reader will also find a counseling structure for remediation counseling along with a repertoire of techniques and recommended practices for counseling. The manual answers questions most frequently raised by counselors. There are sample cases for classroom disruptive, chronic truant, learning disabled, and consistently failing students. (See Appendix)

New York City, Board of Education (Supportive Services Program) C E2 30

Small Group Counseling is an inservice manual which is used independently and for training with groups of persons. The publication states, "In the following pages we will try to exemplify some possible group session formats. The examples that follow use introductory exercises that very rarely stay within the planned structure. Group session plans provide some guidelines for the group process."

Topics given consideration in the manual are: mechanics of setting up a group, rules for the group, processing group interaction and concerns about group process for the inexperienced leader. There are eight structured exercises around specific themes with strategies and questions to be employed. The themes are: How does a group function?, Developing group feeling, Developing trust, Differing individual values, Nonverbal communication, Achievement and success, Feelings difficult to express, and Group involvement. (See Appendix)

New York City, District #19 (PS 108K) G E2 31

At the beginning of each school year, teachers receive copies of a guidance referral package. One page lists over 20 behaviors which can be problematic for the teacher. The teacher checks off any items which apply to the child being referred. A second page is a rating sheet which may be used. It includes items related to personality factors, antisocial behaviors, and interpersonal factors. The third sheet provides space for anecdotal records to support the ratings on the checklist. On the fourth page, the teacher checks the positive guidance steps that he or she has taken with the child. These steps include using praise and commendation, giving individualized work adjusted to the ability of the child, and parental contact. (See Appendix)

New York City, District #19 (PS 260) C E3 32

A two-page General Guide to Parent-Teacher Conferences contains 18 suggestions to assist teachers as they prepare for, and conduct, an actual parent-teacher conference. (See Appendix)

New York City, District #19 (PS 345) C E1 33

A 32-page booklet is a guide to teachers for incorporating group guidance activities into their classrooms. The focus of the activities is on the feelings and attitudes of the students. An introduction lists the values of group guidance for students and teachers. The booklet identifies a number of "cautions," as well as provocative questions to elicit comments and reactions. The organization of the lessons includes physical set-up, lesson content, and followup. It describes a "model" lesson. Various techniques, which can be used K-6, include sentence completion, story completion, role playing, group discussion, panel discussion, picture study, and poetry. Some guidelines provide teachers with experience-based suggestions for implementation of the techniques. The booklet concludes with potential lower grade (K-3) and upper grade (4-6) topics for the group guidance activities, a materials listing, and a bibliography.

New York City, District #32 (PS 86K) C E2 34

Helping the Child Who Acts Out identifies various types of acting out behavior and helps teachers to work with these students. There is a section on

helping children with learning problems in reading. Behavior modification techniques which teachers can use in class are indicated. (See Appendix)

New York City, District #32 (PS 86K) C E2 35

Some Guidance Hints provides to teachers suggestions for dealing with a variety of behavior or adjustment problems. Fighting, defiance, obscene language, restlessness, temper tantrums, and clowning are specifically addressed. A checklist helps the teacher to evaluate what has been done and to identify additional efforts which may be needed. One section gives hints on how to keep good anecdotal records which are cited as important clues to the emotional and social development levels of students. The final section contains suggestions for teachers regarding parent-teacher conferences such as how to prepare for, conduct, and evaluate. Other topics deal with purposes for the interview, teacher contributions to the interview, and parent contributions.

New York City, Board of Education (Division of Pupil Personnel Services) C E1 36

Three in-service courses offered to counselors in New York City carry from one to two in-service credits for successful participation and use as an instructor a Bureau of Educational and Vocational Guidance staff person. The course applications include general information about the course, the instructor's name and background, and a session-by-session outline with objectives and activities. Topics covered are: Values Education - The Role of the Counselor and Other Educators, Counseling for Dealing with Discipline, and Tools and Tricks of the Trade (use of interest inventories and other guidance resources).

Ontario-Seneca-Yates-Cayuga-Wayne BOCES C S3 37

The Introduction to the Counselors Handbook states, "In our continuing effort to supply component school districts with useful and up-to-date materials regarding the Finger Lakes Occupational School, we have developed this Counselors Handbook. It has been prepared to provide full, detailed information on all of the occupational education programs that are offered, and includes basic information on school policies, procedures and regulations. The pages may be easily removed and copied. The loose leaf format will allow convenient updating and revisions."

Shenendehowa Central School District C S8 38

A faculty in-service program for interested staff members focuses on a suicide prevention program. Three workshops spaced throughout the school year address prevention, intervention and aftermath. The prevention workshop discusses warning signals to observe and cultural influences. The intervention segment reviews actions one should take and strategies one can use with a potential suicidal person. The aftermath section discusses actions needed. The workshop includes printed materials for staff review.

There is a faculty meeting devoted to suicide in addition to the workshop for interested participants. Participants from the first workshop on prevention plan this meeting. A parent meeting focuses upon understanding and how to be more effective in preventing suicide in young people. A peer facilitative program teaches students how to be more effective in working with other students who may be potential suicides.

Shenendehowa Central School District C E1 39

Booklets, distributed to the staffs of elementary schools by individual principals, provide examples of activities to infuse career education concepts into classroom work. Two of the booklets cover a range of subject areas, while the third features ways in which the various reading texts used in the district could be related to career education. The principals encourage teachers to make use of these resources throughout the year.

D. Instruction/Career Planning

Commissioner's Regulation 100.1(g) requires in grades seven through twelve that all students receive instruction at each grade level to learn about various careers and about career planning skills. While not required, this would also be desirable in elementary grades through the introduction of career education concepts.

Career planning not only includes the student's educational and vocational goals, but also includes concerns of a personal, social, and emotional nature as well.

Through career guidance instruction, students develop skills in the key concepts of:

1. Data gathering (ability to gather and use information about career opportunities and alternate career plans.)
2. Self-understanding and understanding of others (ability to recognize differences and similarities in self and others.)
3. Value clarification (ability to recognize personal values and their effect on behavior.)
4. Problem solving and decision making (use of knowledge and skills to choose between alternatives.)
5. Employability (ability to seek, secure, and progress in a job.)
6. Personal planning (development of plans for the present and future, in and out of school.)

The summaries which follow illustrate different ways that this requirement may be met by districts.

Baldwinsville Central School District D S2 40

A five-session curriculum on drug awareness is presented to students in grades 7, 8 and 9. Students can volunteer for a drug/alcohol program (intensive learning of the pharmacology of drugs, drug education, and group processes and their effects on behavior and related change). Students learn the effects of peer influence and use this knowledge to model and produce non-drug-related behavior.

Batavia City Schools D S2 41

Lesson plans and resource materials for the Career Infusion Project for grades 7, 8 and 9 infuse career development concepts and are separated into social studies, English, mathematics and science curriculums. Staff attend workshops and in-service sessions devoted to the development of specific plans which cover the career areas of self-development, career information, economic awareness, decison making and personal planning. Regular lessons take on a career aspect as the teacher and student jointly relate their normal class lesson or activity to the world of work. There is extensive use of community resources. Student awareness of their futures, the need for information, and personal planning are important. Many lessons deal with the use of career education resources, career education terminology and self-analysis.

Burnt Hills-Ballston Lake Central School District D S2 42

A three-session seminar for tenth grade students aims " to have each student study his/her own interests, skills and abilities so that each student can explore a variety of possible careers. The focus is on the process of making career decisions."

Each lesson has printed materials and worksheets. Class discussion is a planned part of each lesson.

Lesson I	Skills and Achievement Self-Evaluation
Lesson II	Interests - People - Data - Ideas - Things
Lesson III	Relate Interests to Skills and Achievement Success Stories of Graduates Plan for the Future

Chatham Central School District D S2 43

Students in grades 9-12 meet once a week for one marking period a year with their counselors in small groups. The group provides an atmosphere in which career and college information can be disseminated and discussed. Students explore values and review school programs. A career information computer constitutes a part of the program. The regular scheduling process assigns students to groups.

Clarkstown Central School District D S5 44

A career choice curriculum for sophomores includes a series of self-assessment film strips, work value, career cluster, and interest inventory exercises to help students develop decision-making skills. Topics include: Who Am I (interests, skills, abilities, values), World of Work, Decision Making, and Exploring Occupations. At the conclusion, students specify tentative short- and long- range educational and occupational plans. (See Appendix)

Connetquot Central School District D S6 45

Each Spring, the Youth and Family Services Coordinator, twelfth grade Peer Leaders, and the guidance counselors co-lead college discussion groups for interested seniors. The groups meet for four or five sessions to discuss what the first year of college will be like, students' fears and expectations, and questions about typical problems that may arise on college campuses. Peer leaders meet prior to the sessions with counselors and the youth coordinator to plan strategies.

Copiague Union Free School District D E1 46

Units lasting about one week address career awareness for third, fourth, and fifth grade students. Teacher-led activities examine the ways people work and play together to expand students' knowledge of self and the world of work. Teachers use films, guest speakers, field trips, class discussion, simulations and other techniques. A bibliography of career awareness resources is available. (See appendix)

Croton-Harmon Union Free School District D S2 47

A unit for ninth graders familarizes them with sources for career exploration, motivates them to think about possible careers, and gives them experience in interviewing. It is a part of the business dynamics class. Students research careers and use the computer in the Career Center to find careers that match their interests.

Croton-Harmon Union Free School District D S2 48

An interdisciplinary approach helps students develop the skills and attitudes necessary to view work as an important and satisfying part of their life. It focuses on decision making and values clarification, along with career exploration. Each unit contains career education objectives as well as thematic objectives along with activities to develop multiple skills.

Deer Park Union Free School District D S5 49

Seniors who have not applied to college, do not plan to attend college, or who are interested in part-time work attend five group sessions titled "Work Bound Seminars." Topics include: Local Job Market (with a guest speaker), Job Booklet/Resumes (by counseling staff), Interview Techniques (by counselors and guests), and Background on the County Employment Day (its purpose and participation). At the conclusion, they attend the Employment Day. Students receive printed materials.

East Islip Union Free School District D S5 50

A series of activities, developed by the guidance department in cooperation with the ninth grade business education teachers, makes students more aware of the dynamics of careers and the career decision-making process. Students volunteer to participate in a Vocational Exploration Group (commercial) process designed to teach decision making skills, assist in identifying career goals, and identify appropriate further steps to achieve these goals. An introduction to the computerized occupational information system and other resources follows these sessions.

East Meadow Union Free School District D S2 51

Counselors meet with eighth grade students in groups of eight to ten to provide them with self-awareness, values clarification and decision making experiences. The program uses a variety of commercial materials. Group interaction is sought. Topics covered are: Wants, Needs, Values and Decisions; Decisions and Personal Values; Group Trust and Values; Recognition of Individual Strengths; Using Information in Decision Making; Alternatives Available in the School Curriculum; and the Group Process and Decision Making. (See Appendix)

Eastport Union Free School District D S5 52

Three sessions orient juniors to a college and career search process. Included are a review of resources available in the guidance office, a printed brochure which discusses choices, and a review of previously taken school tests. Students obtain information from the New York State Department of Labor and the State University of New York.

Elmsford Union Free School District D S2 53

A career education program for tenth grade students uses a team-teaching approach with guidance and English department cooperation. Specific English activities included in the integrated career program are: decision-making processes, recognition of values, and knowledge of self and career - combined with language skills and literature. The school counselor reviews with students materials in the career resource center; the English component includes preparation of a mini-research paper (a 3- to 5-page description of a career). Students work together to produce a panel discussion based on the career information they have secured. Group guidance sessions include data-seeking methods, sources of information, assessment and decision making in relation to school courses, values, personality traits, interest patterns, and integration of interests and abilities. Individual counseling helps students clarify and summarize ideas and thoughts and to update career plans.

Greece Central School District D S2 54

A career unit is part of a "Focus: Skills for Living" course at an alternative school. Teaching staff deliver the unit with a counselor in a consultant/participant role. Preliminary activities include review and discussion of the regional Career Planning Guide, and completion of Holland's Self-Directed Search. These provide a structure for students to examine their own characteristics and career areas. Each student develops a career unit contract, identifying the activities which he or she will pursue to gain points assigned to each. The number of points accumulated determines the student's grade. Some activities require the use of commercially developed textbooks and worksheets. Some involve art work, writing, reading, tape-recording, use of the computer for occupational information, interviewing and reporting, reading help-wanted ads, writing resumes, conducting a job interview by videotape. Students may also design an individual project and negotiate its point value. The culminating activity is a required shadowing experience: 3 to 4 hours on a job site shadowing a worker.

Guilderland Central School District D S2 55

All ninth grade students take a program which runs from October through February with units being taught in four subject areas (English, social studies, science and mathematics). These units, used in grades 7 through 10, are easily adaptable to team teaching. In the fall of 1981, the district received a Certificate of Validation from the New York State Office of Federal Demonstration Programs for the curriculum. Lesson plans in the curriculum are highly developed and specific. A 38-page workbook for students lists objectives, specific activities, supplementary activities, and necessary materials for each lesson. The eight major segments of the curriculum and the subject areas involved are: Introduction of Career (social studies), the Vocabulary of Careers (social studies), Administration of a Test (school testing day), Lifestyle Evaluation (English and Science), Career Research (English), Economic Awareness (mathematics), A Career Fair (all subject areas), and Individual Conference (student/parent/counselor review all data on student and plan a 10-12 program.) (See Appendix)

Hampton Bays Union Free School District D S2 56

Counselors conduct a career development curriculum in English and social studies classes with assistance from the classroom teacher. The goals of the program are to help students know their interests and abilities, personal values, find information resources, understand the "employment outlook," and understand the importance of a career in one's life. A career folder developed by each student follows the student grade to grade. In grade 7, five sessions emphasize understanding work, study habits, interests and abilities and "life-style." In grade 8, five sessions address the formulation of a career plan and use of information resources. In grade 9, knowing aptitudes is the prime focus. In grade 10, five sessions focus again on career selection, putting priorities on work-related values, and the vocational offerings at BOCES. (See Appendix)

Herricks Union Free School District D S2 57

Counselors teach a two-week unit in grade 10 on understanding one's values and improving decision making skills. Each lesson covers a specific area and includes in-class exercises, printed materials, supplementary activities, out-of-school options, and references. Beginning with a projected career experience that may include daydreams and fantasies, the lessons move to: Values in Decision Making, Personal Values, Occupational Status, Obstacles to Decision Making, Theories on How People Choose Occupations, the Decision Making Process, the Importance of Positive Self-Concept, Strategies for Decision Making, the Importance of One's Decisions, Risk Taking, Developing Short Term Objectives, and Making Long-Term Goals.

Homer Central School District D S2 58

"Tips to Finding A Job" is a guidance unit taught in sophomore English classes for ten consecutive periods. The unit encourages students to become part of the world of work, thereby increasing their familiarity with it. Counselors discuss the procedures for obtaining Social Security numbers and working papers, identification of self-strengths, assessment of past experience which can be used in looking for employment, how to secure and complete job applications, how to prepare for and go through an interview, and how to keep a job once obtained. (See Appendix)

Hunter-Tannersville Central School District D S2 59

Seventh grade students meet in groups of 10-12 two times a week for one semester in a career exploration program. They learn the data, people, things concept. Students view three filmstrips, videotapes, or movies on careers in which they have an interest. They then complete a "My Career Choice" paper. Library media specialists introduce students to the career resources and references in the guidance office and library both in print and media form. The students review individually with the counselor all of their former test data and their cumulative record folder. Several sessions cover personal and work values and realistic career choice. A workshop/packet accompanies the course.

Huntington Union Free School District D S2 60

Guidance counselors hold class meetings for all juniors and seniors to provide accurate and significant information regarding the planning process for their post-

high school objectives. Topics are student and counselor responsibilities, testing and graduation requirements, and sources of information. Juniors obtain a post-high school planning guide and monthly checklist. Seniors acquire their class rank and unofficial transcripts for review.

Kings Park Central School District D S2 61

Seventh grade English teachers and counselors join forces to teach a three-week Career Exploration Unit. The unit develops English skills through career exploration. Writing business letters, making oral presentations, and writing reports are the English skills taught as students pursue career preferences. Students learn about the community, library and guidance resources. A career folder holds exercises completed and required written work.

Long Beach City Schools D S2 62

"The Human Connection" is a ten-week, 1/4 credit, pass/fail course in human relations to give students an opportunity to express themselves in a nonthreatening situation, to listen to others, and, with new skills, to be able to make constructive changes in their lives. The six units of exercises and discussions address human behavior, controls, real self, values, response, and change.

Lyndonville Central School District D S5 63

The career education program for tenth graders focuses on the decision making process. Commercial materials provide self-awareness and career exploratory activities in tenth year social studies classes.

Lyndonville Central School District D S5 64

A program for eleventh graders incorporates a series of activities to help students understand the career choice process, how to apply for a job or college, tests needed, and school courses needed. Commercially developed resources facilitate self-awareness and career exploration.

Monticello Central School District D S2 66

Small group guidance sessions for juniors provide an introduction to the basic information and the steps necessary for effective planning for their life after high school. Planning skills include self-analysis based on interpretation of standardized test data, and identification and use of career and college information resources available.

New York City, Board of Education (Bureau of Educational and Vocational Guidance) D S2 67

At each grade level "Occupational Guidance Units, Grades 9-12" contain ten lessons. The ninth grade unit, titled, "About Myself - Where Am I Going In Life?", emphasizes personality, values, choices, interests, and self-study. The tenth grade unit, titled, "Making a Decision -What Are My Plans?", focuses on work, identifying different jobs, stereotyping, future planning, and persons who make decisions. The eleventh grade unit of "Exploring the World of Work - What Do I Want To Do With

My Life" investigates the nature and function of work, career clusters, and choosing, planning and researching different careers. The grade twelve unit, "Getting The Job For Me -How Can I Help Myself," focuses on applying for a job, applications, resumes, interviews, job advertisements, and a career plan. (See Appendix)

New York City, Board of Education (Bureau of Educational and Vocational Guidance) D S2 68

A career exploration unit for grades 9-12 encompasses 15 lessons which are divided into five categories: self-awareness, decision making, planning skills, career exploration, and employability skills. Each lesson includes objectives, activities and follow-up assignments. Most have worksheets for use in the classroom. Materials relate to the language arts.

New York City, District #19 (PS 158) D E1 69

All children in grades 3-6 learn about careers and career planning skills through career lesson plans. The program titled, "Tell Me What You Would Like to Be When You Grow Up," helps children to become aware of the various jobs available to them and the interrelationships of various jobs. Teachers and counselors provide these lessons in various classes.

New York City, District #19 (PS 159K) D E1 70

Teachers and a guidance counselor deliver a "Career Program for Third Grade Children." Various activities throughout the school provide information about careers and encourage wholesome attitudes toward all useful work. Assembly programs, film strips, worksheets, and resource people from the community are used during the school year. Third grade teachers infuse many activities into their regular classes.

North Bellmore Union Free School District D E1 71

A program taught in grades K-6 prevents drug/alcohol/smoking addiction through the teaching of respect for the human body. A social worker provides support for the program through classroom participation and counseling of students and parents in need of additional assistance. It is a local adaptation of a nationally recognized program. (See Appendix)

Northport-East Northport Union Free School District D S2 72

Counselors provide three sessions on career decision making for tenth graders. The first session pursues interests, the meaning of interest, the relationship of interests and values, and the development of a personal profile. Session two turns to occupational information resources with specific reference to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guidance Information System and Keysort. Session three focuses on work situations and how they relate to students, personally, and in careers. The counselors use filmstrips, texts, reference materials, and printed curricula. Lesson plans are available for counselor use.

Northport-East Northport Union Free School District D S2 73

Counselors provide three sessions on career decision making for eleventh graders. The first session revolves around the Holland Model of occupational personality types, the US Employment Service's twelve-interest areas, the Harrington-O'Shea career cluster choices, the Worker Trait Group and ten basic types of work activities/situations. Session two explores aptitudes and individual student profiles and the relationship of aptitudes to chosen Worker Trait Groups. Session three focuses on options after high school and tentative choices. The counselors use filmstrips, texts, reference materials and printed curricula. Lesson plans are available for counselor use.

Pawling Central School District D S2 74

Teachers and counselors at grade 7 cooperatively teach a five week unit on "Growing and Change." Topics include the following: Who Am I?; How Have I Changed?; Unique Individuals; Responsibility; Rights and Responsibilities; The Meaning of Friendship; Relating to Parents; Honesty; Different Types of Jobs; Career Choices; My Autobiography; Feelings; Helping; and Planning. Counselors provide worksheets on most of the study/discussion topics. Role playing explores specific situations.

Peru Central School District D S2 75

A required quarter-year group guidance course for all seventh graders focuses on orientation, development of effective learning habits, and study of self. An eighth grade course emphasizes self-understanding and appraisal, educational and career planning, and planning for high school.

Queensbury Union Free School District D S2 76

Classes of seventh grade students meet once a week during the first semester with their counselor. Topics include: Orientation to Grade 7; Getting Organized; Self-Concept; Personal Planning; Self-Understanding; Problem Solving; and Decision Making. Worksheets are completed by students. (See Appendix)

Rhinebeck Central School District D S2 77

Seventh grade students complete 20 sessions in a Careers Project. The project encourages seventh graders to think about their individual interests and abilities and how those interests and abilities relate to the world of work. Students choose from a variety of project activities and assemble their written work into a career booklet. Requirements of the course include completion of interest checklists, career interest sheets, job description sheets, requests for information, and "Me and My Perfect Job - 2000," a booklet to hold all the assignments, and a minimum of two projects from a list of 14 potential projects.

Riverhead Central School District D S2 78

The program consists of three sessions, occurring once a week for three consecutive weeks in a social studies class for sophomores. Its focus is an interest inventory with related work on job values, personal abilities and subject preferences. Students learn about the Occupational Outlook Handbook and the Dictionary of Occupational Titles. A letter to parents of each student indicates results

of the interest inventory and invites parents who have questions or concerns to contact the school. The student completes worksheets on "Career Profiles" and "Studying An Occupation."

Rome City Schools D S5 79

A 24-page booklet is a resource guide for five sessions on career awareness. The purpose of the program is "to give ninth graders an overview of what career information is and where it can be found both in and out of school." Study sheets in the booklet review resources available in school, an interview guide, job listing sheets, job cluster worksheets, information on the GIS system, along with skills, abilities and interest survey forms. Activities in addition to the resource booklet are visits to the career program, the Guidance Information Service center, and the library career resource center. All students must interview someone outside of school employed in an area of interest to them.

St. Paul's of Norwich D E1 80

A Career Day culminates a unit for grades K-1 on community jobs. Activities such as identification of likes and interests, parent interviews, invitation of guest speakers, coordination of art, mathematics, and reading activities, and career-related films precede the Career Day which is a simulation of a day on-the-job. Parents serve as resources for the unit and create the design and operation of the Career Day.

Shelter Island Union Free School District D S2 81

All tenth grade students pursue a one semester course titled, "Career Exploration." Each student earns one-half unit of credit upon satisfactory completion of the course. "The major objectives of the course are to help each student:

A. to come to a personal understanding of the meaning and value of an education.

B. to understand oneself better and to understand the behavior of others.

C. to become aware of one's abilities, interests, and characteristics and how these correspond to those needed in an occupation.

D. to explore the range and structure of occupations, and the requirements for, and pathways toward, entering occupations.

E. to become acquainted with the sources of educational and occupational information.

F. to engage in educational and vocational planning."

The course uses several texts and associated films and filmstrips. Topics are: School and You, Decision Making, Understanding Behavior, Exploring Personal Attributes, Your Beliefs and Values, World of Work, Exploring Occupations and Planning Your Vocational Development. Outside speakers and field trips are used, and each pupil completes a career research paper.

Shelter Island Union Free School District D S2 82

College Bound eleventh grade students take a series of 12-15 sessions on procedures to be followed and decisions to be made in applying to college. Each session includes handout/worksheets and/or appropriate printed materials. Films, filmstrips and outside speakers are incorporated into the program. It includes an action timetable for both the junior year and senior year. Topics are: The Transcript, Recommendations, Required Tests and Test Administration Dates, College Selection Criteria, Types of Colleges, Cooperative Programs, Narrowing Choices, Resource Materials Available, The Importance of the Application, and the College Visit and Financial Aid.

Shenendehowa Central School District D S2 83

Counselors offer a course titled "Making Decisions for Your Future," to tenth, eleventh, and twelfth grade students on a semester basis. The course outline states: "The purpose of 'Making Decisions for Your Future' is to give students a process through which they can determine exactly who they are and what they value in themselves and in others; to give an accurate and honest picture of the world with which they will have to cope in order to manage their lives fully; and to help them identify what they want to accomplish with their lives and how to go about it successfully." The course has five major segments: who am I, decision making, resume and interviewing, a mini-internship, and a research paper. One section combines lecture and group experiences to investigate values, interests, skills and abilities. The decision-making segment uses exercises to acquaint students with the steps in the decision-making process. A third section helps students prepare a resume, review typical interview sessions and practice role playing. A mini-internship consists of fifteen hours actual experience in several different career areas. A research paper is a minimum of ten pages in length and includes at least five different sources of information. Its purpose is to provide each student with exposure to the realities of the world of work.

Shoreham-Wading River Central School District D S5 84

Eleventh grade students participate in a full day seminar on college selection. Small groups of students cover topics such as: Why Am I Going to College?, Finding the Right College for Me, Evaluating My Choices, The Application Process, The Application/Acceptance/Rejection Timeline, and Financial Aid. The counselors have developed a package of lesson plans that incorporate lectures, questions and answers, audio-visuals and demonstrations. Students complete worksheets on: Reasons for Going to College, Factors in the Decision Process, Selection Criteria, Catalog Checklists, and Tentative Choices. There is a review of the Common Application, glossary of terms, steps in applying for financial aid, and acceptance and rejection letters. A booklet entitled "Going to College: Help and Hints from Guidance" includes: What to Expect From Your Counselor in Terms of College Selection, Testing Calendars, Procedures for Processing College Applications, and Action Time Tables for Student Use.

Sodus Central School District D S2 85

A unit for eighth grade social studies helps students know themselves with respect to their values, interests, and abilities, and become acquainted with the world of work by exploring the different job clusters and by researching specific

careers. A secondary purpose of the unit is to help students make intelligent decisions with regard to their future. A teacher's handbook provides lesson plans and resource materials and a student booklet provides content material and worksheets. The four-week, seven-lesson unit precedes the high school course planning process.

Three Village Central School District D S2 86

Teachers and counselors cooperatively deliver a unit incorporated in the ninth grade English curriculum. Unit purposes include a comparison of student values, aptitudes, and interests with those people in the world of work, open communications between parents and child, student practice in research techniques, interview techniques, and parent and community involvment in panel discussions with students.

E. Parent Meetings/Workshops

Meetings and workshops for parents are one way that districts can encourage parental involvement and inform parents of ways that they can understand and support their children's educational progress.

The following summaries list various topics and procedures for parent meetings.

Chemung County Schools Career Development Council E S9 87

The Employer-Parent Connections project of the Counselors Association includes an evening program for parents to learn how to communicate with their eighth grade children regarding how to investigate occupations, use a workbook of career orientation exercises which parent and student explore together, and visit an employment site where parents and students obtain first-hand information about occupations. The programs' co-sponsor is the Career Development Council, a community network linking employment and education.

Croton-Harmon Union Free School District E S9 88

Life/Work Planning Workshops provide to grade 10-12 students and their parents an important part of a comprehensive career education program. The weekly workshop series consists of six two-hour evening sessions. The series promotes parents' awareness of the multiple, and often confusing, career decision tasks facing their children, and enables them to take an active role in the development and improvement of the life work planning skills of their children.

East Islip Union Free School District E S1 89

A scheduled counselor/student/parent conference occurs during the Spring of the junior year. They review educational progress along with the senior year schedule; they discuss postsecondary plans, action steps, and long-range goals; they plan a procedure for college search and a recommended course of action; and they discuss job search, interest inventories, and employment days with non-college bound students. All parents and students receive a Senior Handbook that anwers questions related to college and job search. They also review credits earned, credits required, and programs for the senior year.

Farmingdale Union Free School District E S9 90

Parents of juniors participate in a series of workshops on college planning. They meet in separate groups for five sessions to review: admissions procedures, admissions tests, college selection procedures, use of the computer information systems, and simulated experiences related to admissions. A meeting on financial aid conducted by a local college representative follows the session.

Geneseo Central School District E S1 91

The school feels that parent/student participation in the educational planning process is crucial. The school urges parents to participate in their student's planning conference at each grade level. Students and their parents attend a

scheduled 45-minute appointment with their counselor in grades 9 and 11. Day and evening meetings occur. Counselors use an educational plan sheet during the scheduling conference. Grade 8 students and parents attend an orientation program which begins the scheduling process. Printed materials are available for distribution to parents and students on course selections.

Greece Central School District E S9 92

An evening program for parents of junior high students includes two discussion groups. Parents may choose among several topics offered, such as: Anger Is Here to Stay, Sibling Rivalry, Marijuana (new problems from an old drug), the Role of the Psychologist in the Schools, Teenage Rebellion, Infusing Career Education in the Home, Communication is the Key, Loss (a natural part of living), Adolescence (a time of transition), Yes We Can - No We Can't (school procedures), Living with Adolescents (facts and strategies), How to Use the Resources the School Has to Offer, Bibliotherapy, and What Is the Local Youth Service. The announcement letter sent to parents includes a group selection form to be returned so that a schedule is available for each participant at the program registration. An evaluation form assesses effectiveness and elicits suggestions for improvement after program completion. (See Appendix)

Lewiston-Porter Central School District E S9 93

The school psychologist, school social worker and a counselor present a course to acquaint parents with the problems of the emerging adolescent. The program is primarily for seventh grade parents and runs for six weeks with weekly 90 minute sessions. Parents use selected readings to develop parenting skills and listen to outside speakers. Areas include: Communications, Rules, Discipline, Peer Groups, Changing Male/Female Roles, Teenage Sexuality, Drugs and Alcohol, Family Dynamics, Divorce, Separation and the Reconstituted Family.

Marion Central School District E S9 94

Parent/teacher conference sessions extend for one full day and two evenings during the January examination period. Parents or teachers can request that a conference be scheduled. Teachers compile in advance any observations, comments, or other information for the parents during the conference. (See Appendix)

Smithtown Central School District E S9 95

Eleventh grade students and their parents can attend a College Information Night in January. Topics include the types of colleges, the computerized college selection file, factors important to the college selection process, and what to look for when making a campus visit. Handouts include a seven-step college planning process along with a glossary of terms and locally developed worksheets. An evaluation form assesses the effectiveness of the program.

Smithtown Central School District E S5 96

Parents of eleventh grade students can attend a workshop on College Testing. The session begins with a film, Let's Talk About the SAT's. Agenda items include: Why Are Tests Given?, What Kind of Tests Are Being Used?, PSAT-NMSQT, SAT, ACT, Achievement, Do I Need To Take A College Entrance Exam Before Admission?, How Are Test Results Used?, What Are The Results (Scores)?, How

Accurate Are Tests?. Handouts include responses to the questions in narrative form, a comparison of the ACT, and SAT, sample ACT questions, examples of ACT and SAT score report forms, information about the PSAT/NMSQT, and a glossary of often-used terms related to college testing. Parents complete an evaluation form at the end of the workshop.

Smithtown Central School District E S5 97

Counselors provide an evening workshop on financial aid for parents. Agenda items include an introduction, sources of financial aid, information about the Financial Aid Form (F.A.F.), the financial aid package concept, and a question and answer period. Handouts include a glossary of common terms, listing of Federal and State programs, and a chart which indentifies New York State lending institutions which participate in State and Federal guaranteed education loan programs. Parents complete, at the conclusion of the program, an evaluation form which is used to determine effectiveness and to revise the program where necessary.

F. Forms/Functions

Locally developed forms simplify and expedite routine guidance functions. The use of NCR (no carbon required) paper and student and parent checking of forms can speed many time-consuming activities. While many of the examples which follow are not new, they do illustrate sound management practices.

Guidance programs change from year to year based upon changing student and school needs. Needs assessments, follow-up studies, program direction and supervision contribute to this process.

Needs assessment activities collect and review information about the needs of students, teachers, and parents. Guidance staff then relate this information to the general school program and suggest revisions, if necessary. They evaluate their activities, collect and analyze information about the progress of students, and interpret the significance of this information to the school and community.

Albany Academy (The) F S5 98

An individual grade profile analysis diminishes the potential misuse of ranking students. Instead of assessing a precise numerical rank, students' grades are provided within a distribution for each course they have taken at the secondary level. This process allows the college admissions office to interpret how an individual applicant performed vis-a-vis his peer group. An added benefit of the procedure is that differences in individual teacher grading practices are immediately evident to the colleges. This process negates the tendency of some students to pursue easier courses or teachers and helps produce a general grading integrity within the institution. It is also a far more accurate device in the communication of information to the college admissions office.

Croton-Harmon Union Free School District F G9 99

A career education survey and report aid in the development of a comprehensive career education plan to encompass all grades in the district. It seeks input from students, teachers, parents and recent graduates. The results provide a context for comparing responses of the groups surveyed to program goals and are used in a workshop of teachers, administrators, community members, and consultants to establish priority program activities at the various grade levels. (See Appendix)

Greenville Central School District F G9 100

In a single class period, students complete a Student Needs Survey - Awareness of Guidance Services. The third survey question states, "We would like to discover the extent to which you are familiar with Guidance Services at Greenville Central. By knowing how you feel about this phase of our school program, we shall be able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS SURVEY." The directions state: "Please circle Yes or No to indicate your feelings about each question. Circle ? if you are not sure how you feel."

One question asks, "Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?" Other questions deal with: education planning, availability of resources and individual counseling; occupational/vocational planning, availability of resources and individual counseling; knowledge and explanation of school and national testing programs; assistance in adjustment to school peers; knowledge of one's self-skills, abilities-interests; opportunity for group counseling; parent opportunity to participate in school and student's program; assistance in establishment of short- and long-term goals; assistance in special study areas; satisfaction with school schedule; opportunity to develop self reliance; and availability of the school counselor. (See Appendix)

In addition, school board members react to another survey which asks them to set priorities for the elements and functions of the guidance program. The results contribute to the revision of the guidance program and, where necessary, the reallocation of resources. The instrument can also be administered to parents to broaden the information base and to encourage parental involvement.

Greenwood Lake Union Free School District F S3 101

Students who have accomplished outstanding academic work, service to the school, or participation in a school activity, receive recognition for their efforts on a continuing basis. Examples of recognition include either a simple hand which is drawn on paper with the notation, "YOU DESERVE A HAND FOR _____" or a formal certificate of award.

Nassau BOCES F S3 102

Counselors and psychologists develop a profile on each student with a handicapping condition and/or special needs. Items included reflect cognitive, physical, and emotional characteristics. Staff review this information to determine course choice or to recommend alternative educational placement. The profile is shared with the teacher and other support personnel to better understand the learning and behavioral styles of students.

New York City, District #19 (PS 72) F E3 103

The Initial Parent Interview Form helps the counselor to obtain clues to a child's prevailing behavior patterns in the home and insight into family conditions and dynamics. As follow-up, it provides classroom teachers with additional information to plan an instructional program based upon a broader perception of the child's strengths and weaknesses. (See Appendix)

New York City, District #19 (PS 108K) F E2 104

A form keeps teachers and support staff apprised of the disposition of student referrals. It identifies action(s) taken, and includes a request for future contact with more information about the student and his/her behavior.

New York City, District #19 (PS 214) F E3 105

The form assures coverage of major areas of the development, interests, and characteristics of the child. The counselor completes the form and uses it at the time of the parent interview.

New York City, District #19 (PS 260) F E1 106

An interview worksheet helps the counselor to identify student interests, abilities, strengths, and health problems. The worksheet, in matrix format, uses a self-report approach to obtain active participation by students.

New York City, District #19 (JHS 166) F E2 107

A report form assists the counselor to elicit student information from the teacher prior to a conference requested by the parent. Areas addressed are attitude, ability, and performance.

New York City, District #32 (PS 75) F E3 108

A checklist in English and Spanish is provided to the parents of new kindergarten and first grade students. The counselor discusses each item with parents during an orientation session. The items identify readiness skills which, if acquired, will help the student make a smooth adjustment to school. (See Appendix)

Northport-East Northport Union Free School District F S3 109

The guidance office completes a check sheet on each senior that specifically lists courses and credits needed for graduation, required State tests not completed, and other necessary data. The guidance office mails the check sheets in August to all seniors.

Rush-Henrietta Central School District F S3 110

A student initiates the schedule change process by obtaining this form made with NCR paper. One column is for drop courses, the second for add courses. Spaces exist for period, course code, course title, room and teacher initials. There is a space for "Reason for Change" and signature lines for parents and counselor approval. Copies go to: student, counselor, main office, assistant principal, guidance clerk and homeroom teacher.

Rush-Henrietta Central School District F S5 111

Counselors provide to students and mail to parents a list of suggested colleges. The College Suggestion Worksheet form is on NCR paper so that counselors may keep a copy. The form covers: College Name and Location, Specific Entrance Requirements, Entrance Tests, Size, Tuition, Room and Board, Dorms, Number of Courses in Major, Sports, and Special Programs. A notation at the bottom of the form to the student and parent states, "The colleges listed above have been suggested by your counselor as possible college choices for you. It is recommended that you proceed as follows:

1. From the Guidance Office's catalogs and college reference books, obtain the basic information indicated above.

2. As soon as possible, write to the colleges to obtain application blanks and catalogs.

3. Visit the colleges if possible.

4. After discussing your final college choices with your parents and counselor, send your application in immediately. (Be sure to note application deadlines.) (See Appendix)

Rush-Henrietta Central School District F S9 112

The Student Progress Report begins: "For the Week Ending Friday, _____" (with an appropriate space for the date). The student's name and grade appear at the top of the sheet. The following statement provides the context for use, "Use of this form is to be initiated by the student's parents when the need arises. It may be used to obtain information about a student's progress in one or more courses. Parents will send the form with the student on Friday morning; the student will give the form to the teacher for comments at the beginning of each period and collect it at the end of each period. Parents will expect it to be brought home by the student on Friday afternoon." Eight class periods appear along the side of the paper. There is space for comments on: Study Habits, Classwork, Homework, Tests, Class Participation, Attendance, Attitude, and Subject Teacher Signature. This statement is at the bottom of the form: "The student is to take responsibility for the circulation of this form."

Shelter Island Union Free School District F S5 113

A statement signed by parent and student to obtain approval to forward transcripts to postsecondary institutions and employers states, "It is our understanding that requested materials will be prepared and forwarded to postsecondary institutions or employers upon our written request or upon submitting a formal application to postsecondary institutions or employers. We understand that information or records will not be transmitted without written permission to third parties (e.g. college coaches, military recruiters, employers, or college admission representatives where application has not been made). In the fall of the senior year, it is also our understanding that each senior will receive for review a copy of the high school transcript. Where an application is to be accompanied by a counselor evaluation and/or Student Descriptive Summary, copies of these will be made available for review. When not requested by a postsecondary institution or employer, we request that the Student Descriptive Summary (Senior Rating Sheet) be forwarded: Yes_____ No_____."

Sweet Home Central School District F S5 114

An annual survey of recent graduates identifies post high school plans. The school district issues a report to make all school publics aware of plans of graduates.

Trinity-Pawling School F S5 115

A student grade profile indicates ranks for students in individual courses instead of the traditional grade point averages. The system accommodates the pace and demands which vary widely from subject to subject and from teacher to teacher. The "rank profile" includes a listing and detailed description of each course taken, the range of grades in the course, the median grade of each course, and the student's grade and rank. Thus, a student will receive five or six individual ranks depending on the number of courses taken. The student is compared to other students taking the same course, and is thereby measured with consistent expectations. A physics student who earns a 78 may lead his class of sixteen students; the

rank 1/16, communicates the student's achievement based on the expectations and demands of the course. As a college admissions officer reads the transcript, student strengths and weaknesses may be evaluated accurately, reducing the need to rely heavily on standardized test scores.

Troy City Schools F S1 116

The junior interview is the focal point of the student's high school years. This is a time at which the student, parent, and counselor review all the school records of the student. The counselor then assists the student in the development of a postsecondary plan. A junior-senior interview form serves as a checklist for topics under discussion, and is signed and dated by the participants. The counselor explains the relationship of all of the test data to postsecondary planning at the interview. (See Appendix)

Whitesboro Central School District F G9 117

Each year prior to Thanksgiving, all members of the previous year's graduating class receive a postcard inviting them to participate in a follow-up study asking for specific information about employment or college plans. They receive a second mailing during Christmas recess as a follow-up. Finally, those still not responding are contacted by phone or through siblings. A statistical report goes to the Superintendent, Board of Education, administrators and department heads. The information derived from the report helps to understand the community socially, educationally, and economically. The needs of industry as indicated through these studies, help in the development of related high school courses or programs.

G. Printed Materials/Resources

Resource centers and printed materials provide students and parents with information necessary to develop and implement educational and career plans. Examples of ways to collect and use information are illustrated in the following summaries.

Albany-Schoharie-Schenectady BOCES G S3 118

A folder in bright yellow, orange, and black holds individual curriculum program descriptions. Each program description lists career opportunities in selected fields, units of study, entrance requirements, and location of centers. The inside of the folder has a tear-off request for information. There are quotes from satisfied employers of vocational center graduates and quotes from graduates. The back of the folder lists the programs available and the location of vocational centers.

Albion Central School District G S5 119

A handbook provides suggestions for planning and organizing a successful career fair which has three objectives: students must be exposed to a maximum number of careers; students must be able to talk in depth to career representatives in areas in which they are interested; once students find that a certain occupation does not hold their interest, they must be able to "move on" to another one.

Avon Central School District G S3 120

The guidance department prepares a monthly newletter, Guidepost. Topics include: Student Birthdays, Dates to Remember, a Career Summary, and Topics of Concern (loneliness, step-families, women in men's jobs, and emancipated students).

Bayport-Blue Point Union Free School District G E3 121

Elementary school staff have developed a Calendar of Skills for each grade level, K-5. These "Calendars" set forth the overall school philosophy as well as identify expectations for each grade. They provide activities that an adult and child can pursue together to help students master the skills being taught at school and show students that parents feel education is important. The last sheet in each booklet is an appointment request form for a teacher conference. (See Appendix)

Bethlehem Central School District G S3 122

A handbook provides an introduction and brief review of the services of the guidance staff. Every student receives the handbook in homeroom. (See Appendix)

Cassadaga Valley Central School District G E3 123

Counselors use a Question and Answer pamphlet for parents of sixth graders in June as part of the orientation to seventh grade. Counselors mail this pamphlet to parents along with the final sixth grade report card. The pamphlet contains the answers to 26 questions which commonly arise regarding the Junior-Senior High

School. If parents have additional questions, they can contact the counselors. (See Appendix)

Cassadaga Valley Central School District G S9 124

The counselors prepare a brochure for students and parents and distribute it at a financial aid orientation workshop. The twenty-page booklet covers the following topics: Definitions and Determination, Entitlement and Opportunity Programs, Merit Based Awards, Loan Programs, Tax Saving Tips, Application Procedures, and an Action Time Line Diagram.

Connetquot Central School District G S5 125

A career technician works with school counselors to provide a variety of services for students. This person works in the Career Center. Counselors work with the career technician to explain the counselor's role in college and career advisement during classes at the center. The technician explains the resources available and how the center functions. Counselors arrange initial meetings for individual students at the center. The student can discuss careers, receive career information or take an interest inventory. After each student contact, the technician notifies the appropriate counselor. The counselor and the student complete a survey form which indicates the major factors desired by the student in regard to college and career information. The technician and the student then use printed and audio-visual material and the computer to provide the students with specifics. The center has annually updated career and college resources. The technician fosters close, positive relationships with each of the counselors.

Copake-Taconic Hills Central School District G S5 126

Seniors receive a list of local and regional grants, scholarships and various types of other aid available for graduates. The list includes a bibliography of books, brochures and pamphlets available as references.

Cortland City Schools G S5 127

Counselors use a handbook of resource materials developed at the local BOCES in classroom, small group programs for students, for parent workshops, and for orientation for the college bound. Topics include: College Selection Process, Data Gathering, Decision Making, Testing, and Financing College Costs.

Cortland City Schools G G8 128

Each month the faculty receive a brief newsletter (one, two or three pages) with information on activities held in the guidance office or information about students' career decisions. The emphasis of the newsletter is on the cooperative efforts of teams of teachers and the counselors. It gives recognition to staff members for their efforts to provide for the special needs of students.

Croton-Harmon Union Free School District G G2 129

A Guidance Handbook links the guidance program to the District's philosophy of education and provides all students, parents, and staff with a way to learn about, and make use of, the support services.

Deer Park Union Free School District G S5 130

Seniors not going to a postsecondary institution meet with their guidance counselors and complete a resume. A booklet containing these resumes goes to about 100 local employers and business establishments. The hope is that the businesses or employers will hire listed graduates.

The resume form covers the following areas: Name, Birth Date, Height, Weight, Home Address, Social Security Number, Phone Number, Type of Position Desired, Alternate Choices of Work Desired, Related School Subjects Completed, Skills or Experience Possessed, Machines Operated, Typing Speed, Shorthand Speed, Subjects Liked Best, Hobbies, Extracurricular Activities, and Work Experience. (See Appendix)

Delaware-Chenango-Madison-Otsego BOCES G S2 131

Units for inclusion in the occupational education program include activities and commercially and locally developed resource materials which address the following objectives:

- Students will be able to identify skills, interests, and abilities;
- Students will be able to identify sources for job information;
- Students will fill out an application form accurately;
- Students will be able to identify good and bad interview techniques.

An Employment Guide booklet for students includes suggestions and sample materials on job seeking, application, resume, interview, and hints on job keeping, with a glossary of world of work terminology. (See Appendix)

Edgemont Union Free School District G S5 132

A guide to summer opportunities gives information for students and parents to identify avenues for productive pursuit: Volunteer Work, Employment, Preparatory School Programs, Travel/Study Abroad, Outdoor and Wilderness Programs, Educational Opportunities, Specialized Programs (art, dramatics, dance, music, mathematics/science, ecology), and Local High School Programs. (See Appendix)

Elmira City Schools and Horseheads Central School District G S5 133

A Career Planning Guide in newspaper format provides hints and information on employment opportunities and requirements in the area. A companion teacher-developed Teachers Guide provides lesson plans for infusion of career education in the curriculum. (See Appendix)

Fairport Central School District G S5 134

A booklet for students outlines specific steps to take to get through the red tape and into a job, training, further education or the military, helps with decisions about the future, and shows how to present one's best image to those judging and making decisions related to that future. An overview includes: Discover Yourself: Career Groups; Enrich Yourself: Use Your Community to Gain Self and Career

Knowledge; Promote Yourself: Get the Job or College You Want (How-to's on interviews, applications, resumes); Prove Yourself: Test Taking Techniques; Support Yourself; and Scholarships and Financial Aid. Appendices identify resources. (See Appendix)

Garden City Union Free School District G S3 135

A question and answer booklet describes what new students can expect from the guidance program. Questions include: Can a counselor solve all my problems?, Do counselors help me select courses and course levels?, Does a counselor care about me if I am a poor student?, Can I change counselors?, Can a counselor help with careers?, and How can I get the most and best help from a counselor?

Great Neck Union Free School District G S5 136

Graduates who are in their second year of college receive a college evaluation questionnaire developed by a student committee. The returned questionnaires, filed in the resource area of the guidance office, contain useful information for students, parents, and counselors. They add to the information base to help students in their post high school decision making. The questionnaire identifies: College, Location, Enrollment, Student Body Characteristics, Residence Considerations, Social Questions, Campus Facilities, Dormitory Conditions, Academic Emphasis, Athletic Activities, and Special Programs.

Hauppauge Union Free School District G S9 137

"Going to college is a FAMILY AFFAIR. There are many questions and problems which arise that must be solved and understood if the student is to accomplish his goal, namely, acquiring a college education." This statement introduces a six-page flyer prepared for parents and eleventh grade students and distributed at a college orientation program. The flyer discusses college catalogs and college reference books and lists and describes types of postsecondary education. It provides a checklist for college visits, tips on how to write an autobiography for the college application and a list of factors to consider in selecting a college. It presents questions students should ask themselves about their personal goals and aspirations.

Hermon-Dekalb Central School District G S3 138

A student handbook incorporates information about the resources of the guidance office in a cookbook format.

Homer Central School District G S9 139

Student and parent involvement in the college financial aid process often brings feelings of confusion and, many times, frustration. The scene changes annually, and media articles often add additional feelings of concern and fear about what is and is not available. A Financial Aid Newsletter, which is mailed to the parents of each senior in November, guides parents as they begin the aid application process. The newsletter is coupled with a Junior Parents Night which includes a session on financial aid and a Senior Parents Financial Aid program. The Letter is six pages long and describes grants, work study programs, loans, vocational rehabilitation, special aid programs and a summary on how to apply for financial aid.

Horseheads Central School District G S5 140

The College Planning Packet is a series of worksheets and information sheets to assist students who are making college choices. The introduction outlines the decisions that must be made and the actions that must be taken to select and apply to college. There are checklists, worksheets, and data sheets to be completed. Information is provided on tests required, application forms, scholarship assistance, sample letters and college budgets.

Horseheads Central School District G S5 141

A ninth grade student workbook helps students to consider their own interests and abilities and to begin a consideration of careers. One section relates their interest inventory results to career references available for their use. A second section analyzes an occupation. A third section helps students assess their skills, aptitudes and abilities. A fourth section provides a format for student research on occupations. The final section provides students with survey questions about their tentative career choices. Students use a five-step procedure, in worksheet form, to consider career choices and to keep for future reference.

Islip Union Free School District G S3 142

A Guide Lines newsletter, published about four times each school year, includes information about school rules and procedures, college entrance, careers, college visitors, mini college days, etc.

Islip Union Free School District G S5 143

An 8-page booklet includes: Steps in Applying to College, College Admissions Policy, College Costs and Financing, Questions about Higher Education, Selecting a College, and Visiting a College.

Islip Union Free School District G S5 144

A profile provides the following: The Community, Names of the Administrative and Guidance Staff, Special Curricular Features, Educational Background of Total Staff, Statistics on Postsecondary Education, Graduation Requirements, Ability Grouping, Testing Program Ranking, and College Test Score Summary.

Lakeland Central School of Shrub Oak G S5 145

Counselors developed a booklet to provide a resource base for college planning in classes during the junior year.

Lancaster Central School District G S3 146

A guidance newsletter prepared every two weeks makes students aware of the variety of opportunities available to them and fosters self-responsibility.

Lancaster Central School District G S3 147

"A Working Model for Guidance Office Procedures" describes guidance policies, procedures and responsibilities. Chapters address the activities carried out by the guidance professional and clerical staff in these categories: Communica-

tion, Interpretation of Test Scores, Interviewing, Orientation, Referrals, Registration, Schedules and Testing.

Liverpool Central School District G S5 148

A student information guide summarizes key considerations in educational and career planning. Topics include: Graduation Requirements, Career Selection, Educational Opportunities, Educational/Career Information Sources, College Selections, Tests for College Admission, Time Line, Financial Aid, Military Academies, ROTC, College Profiles, Planning for an Interview and Preparing a Resume.

Mamaroneck Union Free School District G S5 149

A guide for juniors helps students meet deadlines, take necessary steps for graduation, and develop postsecondary plans.

Manhasset Union Free School District G S9 150

A description of the purposes and procedures of the guidance department provides information for parents. Periodic newsletters highlighting current events and important dates continue the information process. (See Appendix)

Margaretville Central School District G E1 151

Each fifth grade student receives a workbook entitled, In the Book of Life, the Answers Are Not in the Back. It contains worksheets for guidance activities which span grades 5-12. Activities coded by grade level and suitability for group or individual use relate to understanding of self, understanding of one's values, decision making and goal-setting. The counselor is responsible for implementation of activities with help from teachers.

Moravia Central School District G S5 152

A guide provides a decision-making format for parents and students in the task of selecting and gaining admission to college. It serves as a workbook in grades 8-12 with an accompanying counselor's manual detailing student and parent activities. Topics include: definition of the problem, decision making, selecting a course for high school graduation, career choice, college choice, time line and tests, financial aid, a glossary and a bibliography. (See Appendix)

New York City, Board of Education (Bureau of Educational and Vocational Guidance) G G2 153

An Audio-Visual Catalogue of guidance resources lists films, filmstrips, recordings and other such materials which are available for loan for a two-week period from the Resource Center. Resource descriptions include the form of media, area of resource, title, grade level, running time, producer, and synopsis. Areas of resources include career guidance, developmental guidance, counselor development, drug prevention and general guidance.

New York City, Board of Education (Bureau of Educational and Vocational Guidance) G S5 154

Scholarship Information is a listing of scholarships available to students. Many of the scholarships have statewide or national applicability while others apply only to New York City.

North Babylon Union Free School District G S5 155

The guidance department provides classroom teachers with lists of films that can be shown in their subject areas. Teachers select appropriate films and the guidance director orders them, sends them to the classroom teacher upon arrival, retrieves them after showing and returns them to the appropriate rental agency. The purpose of the film presentations is to educate students about various careers, business opportunities, and occupations. According to the district, film presentations are "one of the most underrated forms of career education."

Northport-East Northport Union Free School District G S5 156

A letter sent to each senior in August following the junior year includes: a copy of the student transcript, test and registration dates for national testing, senior data sheets, personal characteristic sheets to be given to teachers and a direction sheet for completing college applications. Students must report errors on the transcript to the school.

Northport-East Northport Union Free School District G S5 157

Your College, Your Money and You is a 19-page brochure prepared for financial aid workshops for parents and students. General student eligibility requirements, a description of student aid programs, determining a student's dependency status and the application process are major topics. There is a section on questions frequently asked about student aid, additional resources and publications, and an extensive glossary.

Northport-East Northport Union Free School District G S5 158

A special brochure Intercollegiate Athlete - College Scholarships, Financial Aid and Special Admissions Considerations provides information to interested students, parents, and coaches. The booklet, developed by a counselor, states, "The unusually talented athlete may qualify for full or partial scholarships with a particular college. The average to above average athlete may find tuition grants, based on need and ability available to them. Colleges also have special admission procedures for athletes who possess potential athletic abilities on the intercollegiate level. Students are encouraged to work with their guidance counselor and coach in an effort to investigate their athletic and academic potential for particular colleges. Since colleges approach admissions and financial aid in varying ways, the student athlete must become acquainted with the complexities which govern athletics and scholarships."

The brochure includes discussions and examples of athletic profiles and letters of recommendation. Lists of reference books and factors for personal consideration complete the 16-page brochure.

Oceanside Union Free School District G S5 159

A job booklet includes the resumes of graduating seniors who will be seeking full-time employment. It assists employers and graduating seniors in job investigation and selection, and eventual job placement. Each senior included in the booklet possesses some type of specialized training during high school. Many of the students have had work experience. The booklet includes a section on students with secretarial and office skills and a separate section for those with general skills. Several pages of the booklet describe for employers the school's work experience program. The school mails the booklet to over 250 employers in the county.

Oceanside Union Free School District G S5 160

A flyer informs parents and other interested persons who attend school functions and meetings about the career resource center. The flyer cover lists the location, phone number and hours of availability. The career resource center, a facility of the counseling department, provides high school students, continuing education students, staff and members of the community with accurate, timely information about careers and educational planning through professional counseling. It describes the available computer system, college information, career information and other reference materials. (See Appendix)

Oceanside Union Free School District G S5 161

A ten-page booklet, printed on multi-colored paper and folded to appear like a flip-chart, provides eleventh and twelfth grade students and parents with a handbook of information and a workbook of organized procedures that can be used for post high school educational planning. Topics include: Choosing the Right College, College Visits, Admissions Criteria, Glossary of Terms, Financial Aid, Sample Letters, and Interview Hints. The counseling department prepares the booklet.

Oceanside Union Free School District G S5 162

A ten-page booklet for high school students and their parents is "an introductory guide to the complicated and ever-changing field of post secondary financial aid." The booklet covers: Application Procedures, State Grant Programs, Federal Grant Programs, Local Grant Programs, Other Benefits, Awards Not Based on Need, Loans and Action Steps for Those Seeking Aid.

Oceanside Union Free School District G S5 163

Students who leave before graduation experience an exit interview where they are given a letter which lists the contents of a school leaver packet that is discussed with them. The letter lists: Copy of transcript and courses needed for graduation, procedure to obtain working papers, how to write a resume, how to complete a job application, one hundred questions asked in an interview, what not to do at an interview, night school bulletin, location of local armed services recruiting stations, information on a local counseling center, GED information, and a copy of Career Planning Guide for Long Island. When students do not sign out or leave without notice, the letter and packet go to the home address.

Oceanside Union Free School District G S9 164

A publication provides a brief but comprehensive overview of the services of the counseling department, as well as the policies and procedures followed by the high school. The counseling department distributes the booklet to parents at the ninth grade parent Orientation Meeting and other school functions. The eight multicolored page booklet resembles a flip chart.

Counselor activities make up the following categories: Counseling Programs, Information Programs, Testing, Postsecondary Planning Information Program, Computer Assistance and the Career Resource Center, and Student Programming.

The question/response section asks and answers questions on: counseling, how often a counselor sees a student, parent conferences, post high school planning procedure, financial aid, student's final average, rank in class, courses for college, BOCES, work experience, Career Resource Center, study habits of students, new fads and the adolescent, and students working below potential.

Riverhead Central School District G S7 165

School counselors and a social worker developed Here's Help to assist students who decide to leave school and to aid in their transition away from school. Counselors review the booklet with students when possible. It lists area agencies that provide continuing education opportunities, employment tips, a job interview checklist, local agencies for employment, a resume form, selective service information, information about U.S. Armed Forces, agencies for counseling, health services and legal services. It includes a guidance survey form to ascertain the reasons for the student's decision to leave. (See Appendix)

Rockville Centre Union Free School District G S3 166

Students entering high school receive a 35-page booklet. It provides a description of the guidance program by grade level. It describes the role of the counselor with emphasis on the fact that "despite our involvement with you, the responsibility for evaluating the options and making the decisions will be yours."

The booklet addresses the following questions on making a college choice: Where can information be found concerning the famous colleges?, What are some factors in selecting a college?, What are the college entrance tests?, How do you visit a college?, What are the types of college applications?, What procedures do you follow in turning in college applications to the guidance office?, What kinds of financial aid are available?, Are there local sources for financial aid?. Included are action calendars for sophomores, juniors and seniors.

The booklet closes with job information such as: How to Find a Job, Letters of Application, Writing a Resume, How to Prepare for a Job Interview, How to Fill Out an Application, Anti-discrimination Laws, and Social Security and Working Papers.

Rocky Point Union Free School District G S5 167

"This bulletin has been prepared to assist you and your parents in formulating your post high school plans" is the beginning of a 36-page booklet addressed to seniors. The booklet advises that "individual and small group conferences will be

held early in the year to discuss your plans with you. Your counselors will give you all the possible help they can during this important senior year, but you must accept the responsibility of making decisions for your future. We encourage parents to meet with us also to help finalize your plans." The topics included in the booklet are: College Admission, Choosing A College, Institutions of Higher Learning, Your High School Record, Tests and Their Uses, Financial Aid, Armed Forces and Employment. Sample letters and forms are placed appropriately throughout the brochure. Each student receives the Senior Handbook and a smaller Going to College, Help and Hints booklet. They includes major test, conference and school activity dates; a testing calendar; what to expect from your counselor in college selection; procedure for processing college applications, and a month-by-month calendar of required actions.

Rome City Schools G S5 168

College and Career Opportunities, Senior Class is a 54-page resource guide that includes: a Timeline for College Applications, Required Test Information, Questions to Help Pick the Right College, National and Local Scholarship Information, Sample Letters, Bibliography of College Search Materials, Information on Surviving the First year at College, How to Study Information, Developmental Tasks of Young Adults, Skills Needed in Test Taking, Jobs Available Without College and Degrees, College Costs, and Getting the Most for the Money Spent.

Rush-Henrietta Central School District G S5 169

An annual 48-page guide assists students in their college and career planning. It begins with Questions to Consider. Other sections address: Factors to Consider in Choosing a Career, Schools for Specific Occupational Training, Trades Declared Apprenticeable, Industries Where On-The-Job Training Programs Exist, Armed Services, and Night Schools. A section of Further Employment Assistance discusses resumes, applications, and the job interviews. Planning for College is a major segment of the brochure. Topics include: Kinds of Colleges, How to Read a Catalog, College Admissions, The High School Transcript, Graduation Requirements, Actual Transcripts, When and How to Apply to College, College Representatives and High School Visits, Steps To Be Taken For College Application, Visiting College, Sample Letters, and Required Tests. A final section discusses Financial Aid. Sub-sections include: Procedures for Selecting Regents Scholarship Winners, How To Apply For Financial Assistance, Costs and Financial Assistance, What To Do, and Local Scholarships.

Rush-Henrietta Central School District G S7 170

A ten-page brochure On Your Own provides early school leavers with specific information on topics such as: Getting a Job (places to go for free assistance), Typical Application for Employment, Housing (if you plan to live alone or with friends, here are some things to keep in mind), Legal Services (organizations that may be of service to you), Health Services (Variety of services available), Medical and Dental Treatment, Counseling Service (sources available), and Getting your Diploma (ways to earn a high school diploma).

Rush-Henrietta Central School District G S9 171

Parents of eleventh grade students receive a brochure by mail which describes a program to assist juniors in their future planning. The eight-page

booklet includes: College Entrance Requirements, Catalogs and Guidebooks, College Visits, Guidance Information System, Reserve Officer Training Corps, Visits to Sperry by College Representatives, College Information Programs, Early Admissions Programs, Career Exploration, Career Intern Project, Allied Career Day Program at RIT, and University of Rochester College Study Program. The last page of this brochure contains this notation in large bold type: "TO ALL JUNIORS AND THEIR PARENTS: PLEASE CALL OR MAKE AN APPOINTMENT WHENEVER WE CAN BE OF HELP! 334-5440"

Rush-Henrietta Central School District G S5 172

The High School Profile notes at the end: "This profile has been prepared by the High School Guidance Department to provide pertinent information relative to our students and school district for college admissions counselors and to other interested parties."

The profile itself is a single sheet printed on both sides. The top of the front page has the name, address and phone number of the high school. There is a list of high school administrators and counselors. The front side also addresses "The School and Community" and "The Curriculum." The first section tells the general location of the school district, the population of the high school building and the population of the district. It describes the community and the employment characteristics of the residents. It lists the local colleges as well as the other schools in the district. The profile includes the accredition status of the high school. (See Appendix)

Under "Curriculum," the following statement begins a listing of course offerings: "As a comprehensive high school, we make available learning opportunities for all students commensurate with their individual abilities, interests and needs. Programs are offered for all ranges of ability from the slow learner to the gifted and talented." The reverse side of the sheet reviews: Extra Curricular Activity Listing, The Number and Type of Faculty, Enrollment and IQ Figures, SAT Scores for the Previous Year, Followup Status of Previous Graduating Class, Notations on Program and/or Course Levels of Difficulty, Key to Alphabetic Grading System, The Awarding of Quality Points, and a Discussion of Class Rank.

Rush-Henrietta Central School District G S5 173

A short 8-page brochure provides printed material on only four pages. The reverse side of each sheet is blank. Page one begins: "To All Seniors: No college or job applications can be sent out until you complete the following procedures and return the form to the Guidance Office."

1. Arrange for a conference with your counselor.
2. Fill in your part of the application completely, i.e., address, school name, parents' names, social security number, etc.
3. Complete authorization for Release of Information (Attached).
4. Complete Student Activity Sheet (Attached).
5. Obtain Financial Aid Form (FAF) for College Financial Aid, if needed.

6. Fill out and mail entrance test material, if needed. NOTE DEADLINE DATES."

The following page contains an "Authorization for Release of Information" form, an "Autobiographical Data Sheet" and an "Activity Resume Form." The "Autobiographical Data" sheet reads: "Write a SHORT autobiographical account of your interests, hobbies, work experiences and activities in school and the community. Tell about your career interests and any other information that will be helpful to a college or an employer evaluating you. If you are going to college and need financial aid, mention this and, if possible, give reasons for this need. Examples of such reasons might be illness in the family, family size, brothers or sisters in college or any other family circumstances. You may also include any other special information that you feel the admissions office should know. This information will be used by your counselor to write your recommendation." The "Activity Resume Form" solicits information in the following categories: Honors or Offices, School Activities, Out-of-School Activities, Paid Work Experience, and Voluntary, Non-paid Work Experience.

Saratoga Springs City Schools G E1 174

The guidance department has designed folders for K-6 students which are sent home with the students to be used by both students and parents. The folders contain general information about student performance for parents, and tips on how to be successful in school. They stress the important role that parents play in the educational development of their children. The final page of the folder addresses career awareness and gives examples of ways that parents can increase the career awareness of their children. (See Appendix)

Saratoga Springs City Schools G S5 175

The Guidance Folder is a bright, colorful glossy folder with pockets inside. The art work on the front cover shows students looking at a guidance bulletin board covered with notices of special events. There is a space at the bottom of the front cover for student's name. The back cover, entitled Guidance Career Education Program, describes the program at each grade level. For example, seventh grade lists: Students Learn About Interests and Aptitudes, Begin Career Awareness and Discuss Decision Making, Problem Solving and Sex Role Stereotyping. Twelfth grade enumerates: Finalized Post High School Plans, Prepare College/Employment Applications and Attend College Employment Interviews. The inside section has a message to students and parents that states, "Guidance services assist the student and the family in sorting through the maze of opportunities and information needed to make decisions. Students must choose among a variety of courses, select a college-prep or vocational program, make an education/career plan, assess their strengths as a student, and finally choose a college, technical school or job following graduation. This Guidance Folder is intended to provide information about the school and guidance services; start family discussions on educational and career plans; and serve as a location for report cards, letters from the school and other school-home communications." The left inside section identifies guidance services in the following subcategories: Student Appraisal, Information Service, Placement Service, and Counseling Service. The right inside section lists guidance special events or activities and a description of "How Counselors Help." The left pocket flap states "Students Should" and right, "Parents: How You Can Help." (See Appendix)

Sayville Union Free School District G S9 176

The counseling department mails a thirty-eight page booklet to the parents of each student in grades 9-12 each August. The booklet has five major components: Graduation Requirements, Narrative Description of the 10-12 Guidance Program by Grades, Career Information (knowing yourself, research in the guidance office, library research and sources of information), Occupational Training (in building business education program and the BOCES occupational program), and College Entrance Information (college tests, search for a college, application procedures, sample tuition costs, financial aid, scholarships, books that can help, college days, a calendar of important dates for juniors and seniors and the school calendar).

Seneca Falls Central School District G S5 177

Twelve local business/industry employers assist in developing a guide for local employment. The local personnel directors complete survey sheets which are reproduced in the guide to provide the school district, staff and students with knowledge of jobs locally and potential opportunities for employment. The survey sheets include: Products, Numbers of Employees, Jobs Available for High School Graduates, Job Requirements, Work Done, Wage and Benefits, Working Conditions, Opportunities for Advancement, How to Get a Job, and Kind of Workers Wanted.

Shenendehowa Central School District G S9 178

The junior high school counselors use the Parent Survival Handbook with incoming sixth, seventh, or eighth grade parents in orientation meetings and at point-of-entry for all students. The Handbook contains four sections: The School Day, Academic, Family Issues, and Referral Services. It addresses the questions and problems faced by parents of the junior high age students over the years. (See Appendix)

Silver Creek Central School District G S5 179

Eleventh and twelfth grade students and their parents receive a newsletter published periodically during the school year. It covers information on colleges, scholarships, tests and test dates, college application procedures, college visitors to the local school, news about college programs, college acceptances, job placements, career opportunities available in the local area, hints on applying for a job, job placements, armed forces enlistees and other information of interest to juniors and seniors.

Smithtown Central School District G S5 180

A booklet for juniors attempts to answer many of the questions facing them in planning for college.

South Kortright Central School District G S5 181

Career Digest is a newsletter for students in grades 7-12 issued three times a year and distributed through homerooms. Each issue provides summaries of several occupational areas.

Sweet Home Central School District G S5 182

A bi-weekly newsletter, SOS, provides juniors and seniors current information concerning college, scholarships, employment.

Sweet Home Central School District G S5 183

The placement unit of the guidance department prepares annually a directory of summer opportunities. Each year it contacts listed resource agencies to update listings. The booklet goes to each homeroom in March and is also available in the guidance office.

Three Village Central School District G S5 184

A career resource center in the school library serves students, parents, teachers, and community members. Current materials regarding career areas, the military, employment, colleges, scholarships, financial aid, and the computer-assisted Guidance Information System are available during the school day and one evening per week during the adult education semesters. Individual or group conferences as well as various teacher-led, career-related instructional units for students take place at the center. Two paraprofessionals staff the center and coordinate their efforts with guidance and with the teaching staff.

Three Village Central School District G S5 185

A booklet, Look at Higher Education, mailed to the home of each eleventh grader in August, helps students and their parents begin to take action on specific requirements. The booklet details: Questions to Ask, Steps to Follow, Diploma Requirements, Financial Aid, Reference Materials, and a Sample Letter to Request College Information.

Union Endicott Central School District G S5 186

A booklet for juniors and their parents details resources available and procedures for college selection and application. It includes factors to consider in college selection, admissions policies and standards, testing programs, a recommended timetable of activities, and sources of financial aid. Students and parents receive this booklet at a "junior night" held each year.

Union Springs Central School District G S5 187

A handbook on scholarships and financial aid is a resource to summarize and simplify financial aid opportunities for parents and students. These are available at three annual parent-student information meetings, and include revised and updated information.

Warwick Valley Central School District G S5 188

The guidance department developed a pamphlet to describe for students and their parents various aspects of the college financial aid picture including: Determining Need, Kinds, Sources, and How and When to Apply. It includes a planning checklist and a list of local scholarships.

White Plains City Schools G S5 189

A handbook for seniors is a comprehensive guide for postsecondary planning. Topics include: Planning Your Life and Your Career, Educational Avenues after High School, Choosing Your Career, Choosing Your Job, Choosing Your College, How to Visit Colleges, How Do Colleges Evaluate the Candidates, What Tests Should I Plan to Take, Student's College Planning Timetable, and How About College Financing.

A handbook for juniors details procedures to be addressed in planning for next steps after high school. Topics include: Stick to Your Planned Program, Your High School Transcript, Choosing Your Job, What You Should Know About a Job, Eight Ways to Look for A Job, How to Prepare a Resume, Application for Employment, Service Academies, How to Visit Colleges, Junior Check List for College Admissions, Test Dates and Fees for Admissions and Scholarships, Tips for Beating the College Cost Blues, Definitions You Should Know.

White Plains City Schools G S5 190

A booklet for seniors describes the scholarships and grant programs offered by local organizations, including eligibility criteria. It includes an application form and budget sheets with procedures detailed. Applicants submit their forms through the school's scholarship office which compiles students' academic information. The program assists seniors in need of financial assistance, and also provides a positive linkage with community groups.

White Plains City Schools G S5 191

A guide to assist in the college planning process includes these topics: Helping Students with Self-Evaluation, College Entrance Examinations, College Preferences, College References, Marketing the College-Bound Students, Marketing the Service Academies-Bound Students, Marketing the College Athlete, Strategies to be Used, and Developmental/Sequential Plan. The guide, used in a curricular approach, prepares students for the college admissions process.

White Plains City Schools G S5 192

A weekly bulletin includes announcements of events scheduled for the week such as: College Representatives' Visits, Application Deadlines for Admissions, Scholarships, and College Information Sessions.

White Plains City Schools G G1 193

An annual plan of guidance activities fills a calendar booklet, with events entered for each month of the school year. A separate section summarizes the data by topics.

Windsor Central School District G S5 194

A Career Day district-wide committee conducts a Career Day that motivates participants to continue activities throughout the year. A "Career Resource

Directory" lists a wide range of resources with indexes to specific occupations, businesses, and resource persons. It includes names of contact person(s), phone numbers, and best times to reach them. Teachers and counselors use this directory to arrange student interviews, classroom visits, individual field trips, small group field trips, shadowing experiences and to obtain films, booklets, and pamphlets.

H. Special Activities/Programs

Special programs and activities assist students to develop career awareness skills through speakers, field trips, shadowing experiences, and group instruction. Orientation programs help students to adapt to new school situations and programs. Examples of these programs and other programs to meet special needs follow.

Averill Park Central School District H E1 195

During the Spring (April-May) the middle school counselor visits each elementary school to orient fifth graders to the transition to the larger and more complicated middle school. Each fifth grader has contact with the counselor several times over the course of the week. In May, each elementary school buses the fifth graders to the middle school for a meeting with the principal and a tour of the building. Materials for this orientation include:

- A handbook entitled Welcome to Algonquin;
- A sentence completion exercise to stimulate discussion about fears and misconceptions which may exist;
- A videotape production done by the middle school students which highlights Algonquin activities;
- Letters to fifth graders written by sixth graders explaining what middle school life is like.

(See Appendix)

Berlin Central School District H S5 196

A student/faculty committee selects career areas for presentation at a career day. Students identify on a survey form five areas of their interest and are scheduled for attendance at these sessions. The program operates as a regular school day. Senior or junior students act as hosts and facilitators.

Brunswick Central School District H S5 197

During a week in the early winter and another in late winter, career speakers present career information to students on four different days. Each career presentation lasts one period. Students are aware of the schedule in advance and arrange to be dismissed from their regular classes. During each week, the selective careers relate to three or four subject areas. Career speakers follow an outline of topics to cover in their presentation, and students evaluate the presentations. Audio-visual presentations are not uncommon. Students in grades 9-12 participate, and groups are kept to class size.

Cattaraugus-Allegany-Erie-Wyoming BOCES H S3 198

Each component school in the BOCES participates in an eighth grade - tenth grade orientation to the area occupational center (AOC). Eighth graders view a slide presentation about the AOC at the home school. The program focuses on sex role stereotyping. Each school brings all eighth grade students to the center for a tour of the building and an opportunity to visit one specific curriculum area for one hour. All students in grade 10 repeat the program. The AOC conducts career

awareness day for parents and interested tenth graders. Each tenth grade parent receives a personal invitation.

Chenango Forks Central School District H E2 199

A home-school-community worker's program includes any student dealing with a problem serious enough to affect personal attitude and ability to work to potential in school. The home-school-community worker deals with a wide scope of problems including substance abuse, pregnancy, low self-esteem and values clarification, family problems including financial and economic difficulties, child abuse, divorce and one-parent families, suicide attempts, legal or court action, removal of children from the home, and homes without heat or food. The varied range of problems makes involvement with all community resources a necessity. The development of viable working relationships with families, agencies, and school staff takes time. The coordination of efforts to improve family and student life includes direct individual counseling, staff conferences, home visits, parent conferences, advocacy, resource availability, and agency referral.

Cincinnatus Central School District H S7 200

A program of morning workshop sessions addresses topics of concern to students. A survey identifies interest areas which include: Coping With Parents, Drugs and Alcohol, Student Rights and Responsibilities, Teenage Pregnancy, DWI and DWAI Laws and How They Affect You, Teenage Sexuality, Sweet Sixteen and Pregnant, In Trouble With the Law, Relating to Others, Is Marriage for You, Teenage Father, Hunter Safety in the Woods, Unlocking the Door with Sports, and Death and Dying (Suicide). Students attend four different sessions according to their preselection. Presenters are speakers from community agencies. A counselor and a home economics teacher coordinate the program. Students complete evaluation forms the following day in English classes. (See Appendix)

Clarkstown Central School District H S5 201

The "Junior to Work" program is a joint effort of the guidance department of the school and Resources Unlimited, a community volunteer program. The goal is to allow a junior in high school with a specific career interest to spend a day with a person working in that profession. The school excuses the students for the entire day. Careers vary from auto mechanic to zoo keeper. Students talk with their mentors, observe them at work and often have a hands-on experience.

Connetquot Central School District H S3 202

The Board of Education has alloted ten extra guidance work days during the summer for the counselor who works with BOCES-assigned students to conduct a personal follow-up on BOCES applicants' plans regarding their fall vocational courses. Students accepted at BOCES receive their program assignments. The counselor ascertains the status of each potential BOCES student prior to opening of school. Reassignments are made, some students are rescheduled into the regular school program and student and parental questions or concerns about BOCES are answered. This practice has created a smoother school opening for BOCES students and assisted doubtful students to consider alternatives prior to attendance at BOCES rather than after beginning a program.

Dalton School (The) H S5 203

Seven schools with high school programs participate in an Interschool College Night for Juniors and their Parents in May and sponsor a College Admissions Evening. Brearley, Browning, Chapin, Collegiate, Dalton, Nightingale-Banford and Spence will be doing this for the eighth year. This program helps both parents and students understand more clearly the college admissions process by participation in a model admissions committee meeting. Admissions officers from more than sixty representative colleges give the benefit of their expertise in a process that is often baffling to the layman. Registered participants receive case studies from their college counselors. At the meeting, participants are divided into small groups, each presided over by two admissions officers. Each group, acting as an admissions committee, reviews case folders and makes decisions on each hypothetical candidate's application. Following the group meetings, there are a question and answer period and an opportunity to meet the admissions officers. Parents, students, and faculty have found that sharing in this evening has added a dimension to the process that would not be possible in any single school situation.

Dryden Central School District H S3 204

Students entering the seventh grade who are bussed to the junior-senior high school the afternoon before school opens, participate in a program to familiarize them with their homeroom, classroom locations, and cafeteria procedures before other students are in the building. Counselors interpret the computer schedules, and each student prepares a personal schedule for the first day of school. Students receive a school folder of rules and procedures, and students can express their concerns to the homeroom teacher.

Dryden Central School District H S7 205

A lesson plan addresses the problems of seventh graders who exhibit feelings and symptoms of stress and tension, nervousness, anxiety, overeating, headaches, irritability, etc. The program incorporates breathing control and progressive relaxation exercises. (See Appendix)

East Islip Union Free School District H S3 206

Ninth and tenth grade students learn about the occupational education programs offered at BOCES. Students get a list of courses in January and interested students can request a follow-up field trip. Students who have seriously considered an occupational program complete a BOCES application and incorporate their occupational plans into a total educational program by February.

East Meadow Union Free School District H S5 207

Thirty female honor students from the ninth and tenth grades can attend a three-session conference to increase the participation and influence of young women in scientific career fields. The first session focuses on the importance of educational background, myths and statistical data on women's representation in careers. At the second session, high school seniors describe the upper level mathematics and science courses which they are pursuing, and why they need them. A college senior majoring in chemistry, and a woman working in research for private industry speak about their experiences and the education required for

science and mathematics careers. They also address the question of combining career and family.

Glens Falls City Schools H S2 208

A career internship program provides an opportunity for qualifying juniors and seniors to investigate a particular career they researched in their sophomore career unit. Counselors assign interns to a sponsor who has agreed to work with the intern for a total of 30 after-school hours, providing as many job experiences as possible in the work setting. The sponsor evaluates the intern's performance and meets periodically with the counselor to discuss progress. The intern keeps a daily log which is checked weekly, and completes a project by the end of the program which constitutes a major share of the final grade. Students receive one-quarter school credit and a certificate for successful completion, usually over a ten-week period. Other required forms include a parent permission form and an intern-sponsor contract.

Greece Central School District H S2 209

Students have an opportunity to participate in a shadowing program to add to their career information exploratory experiences. The counselor provides a list of twelve questions for the student to discuss as well as a person to be shadowed. (See Appendix)

Holland Patent Central School District H S3 210

The school had maintained a 97-99% retention of students who attend BOCES vocational programs. The process includes an individual student conference, a review with the student and the parent of the school's attendance and achievement expectations, a parents' night on program explanations that all parents attend, follow-up parent conferences and letters and phone conversations as needed.

The school policy is as follows: "Attendance and academic achievement at the Vocational Center are an important part of the training process. In support of this, a student who has been illegally absent or tardy on two occasions or who is failing the course, will be placed on probationary status. At that time, a conference will be held with the parents or guardians. Such a conference will include the guidance counselor and the building administrator. Following this conference, the probationary status will continue until improvement is shown in the problem area. If attendance or academic achievement continues to be a problem, the student will be terminated in the course and removed from the BOCES program. If the student voluntarily withdraws from vocational classes during the year or is terminated by school officials, he or she will not be considered for future placement in BOCES programs."

Hudson City Schools H S9 211

"Guiance News" is a weekly program carried by two radio stations covering the area served by the district. It publicizes events of current interest which relate to the guidance program.

Jeffersonville-Youngsville Central School District H S3 212

A three-session program provides tenth grade students with information about available BOCES programs. The area occupation center provides printed material. The school counselor discusses vocational subjects and career choices on the first day. The BOCES counselors discuss options at BOCES and future careers on the second day. BOCES center visits make up the third day.

Kingston City Schools H S5 213

A Career Day co-hosted by the Ulster County Chamber of Commerce informs students and their parents of opportunities available to them in occupations, training programs and schools, and community agencies and organizations. Clusters identified through the California Occupational Preference System (COPS) provide the basis for organization of the sessions.

Lewiston-Porter Central School District H S4 214

A program provides selected students the opportunity to develop leadership skills through development and implementation of ideas and concepts of their choosing. Students work together to determine practical needs, then develop and institute a methodology for putting these ideas to use. Participating students gain in self-awareness and understanding of others and learn to work cooperatively with their peers to achieve an established goal. This program is a part of an enrichment experience.

Long Beach City Schools H S5 215

High school students have an opportunity to explore careers in the community through hands-on, on-the-job experiences. The intern-sponsor learning concept is essential. The intern completes a minimum of 40 hours in 10 weeks, keeps a log of experiences, and participates in regular seminars. (See Appendix)

Lyndonville Central School District H S5 216

Each year a sampling of college students from the previous graduation class comes back to discuss their post-high school experiences. Interested juniors and all college-bound seniors attend a panel discussion. A list provides possible questions for each graduate to address.

McBurney School (The) H S5 217

The guidance program incorporates a college class once a week for the first quarter of the senior year. This is part of a course titled "Senior Seminar" -- which continues through the remainder of the school year focusing on topics such as: current events, geography and decision making (values clarification). Seminar sessions also serve as a follow-up to individual conferences held the previous spring with all juniors and their parents to review the student's academic record, possible majors, and career interests, before recommending a broad list of colleges that would seem realistic for the student and family to investigate. During seminar sessions, staff also review the college process including the various tests required, the college visit, the interview, the essay. In addition, staff meet with all seniors in September or early October to review their progress and the schools they are considering. They also encourage each senior to visit three to five colleges and

provide two specific days for seniors to visit colleges (i.e.: the day of the PSAT's and a faculty workshop day.) The seniors are asked to identify the schools they plan to visit and then report whom they saw on campus when they return to school. To keep the parents up-to-date, staff conduct an evening meeting early in October to review the overall college process and answer specific questions for the individual seniors. This early October meeting is followed by one in December when the concerns about financial aid are addressed.

New Rochelle City Schools H S5 218

FACT$ is a school-community venture which addresses the need for advisory assistance on financial aid. A community action agency and the public school cooperate in this program which began as an out-of-school supportive service for low-income minority youth and evolved into an in-school service for all students and their parents. Financial aid specialists and trained volunteers work to supplement the high school guidance counselors. FACT$ recognizes that professionally trained counselors are best equipped to advise students on curriculum, college, and career choices. FACT$ focuses its efforts on eleventh and twelfth grade students. "Come to..." invitations are distributed by student volunteers to all seniors. Students fill out a FACT$ registration form with general information about the family financial circumstances and other practical data. Individual and group sessions provide information about loans, scholarships and other assistance. FACT$ also sponsors guest speakers and a field trip to conferences and/or colleges and distributes basic aid information to juniors and sophomores. Individual meetings and consultations provide information in community settings during the school year.

New York City, District #14 (PS 380) H E2 219

This program targets upon students who are constantly involved in fighting. A "Club" of 16 students from second and third grades meets for 45 minutes each week with several activities for each session based on a six-week theme (e.g. - Indian Life). Each session includes: club song "We Stop," peer evaluation of student success to meet behavioral objectives, simple craft activity, message from the school psychologist, reports based on theme, establishment of behavioral objectives for next week, and congratulations to recognize students.

New York City, District #19 (PS 72) H E1 220

A Health Science Career Education Program helps to minimize student trauma related to hospitals and to stimulate career-oriented thinking.

A representative from a local hospital visits the school to confer with the principal, teachers, and the guidance counselor. Prior to hospital field trips, the teachers go to the hospital for consultation with hospital personnel. The students attend group guidance lessons in anticipation of the field trip and write letters or reports following the hospital visit. The field trip enables students to tour the pediatric ward and to talk to a variety of hospital personnel as well as patients. The program stresses exposure to the variety of technical and professional opportunities in the health field.

New York City, District #19 (PS 72) H E1 221

The guidance counselor oversees a peer tutoring program called the "Future Teachers Program." Outstanding sixth-grade students meet with younger pupils once or twice a week to work on reading skills. These tutors meet with the guidance counselor in groups and individually. Topics for these meetings include Motivation, Understanding Young Children, and Learning Games. A certificate is awarded to each tutor at the sixth-grade graduation ceremony.

New York City, District #19 (PS 72) H E1 222

An improvement letter and "We Try Harder" stickers are part of an ongoing behavior modification program whose primary objective is to reward and reinforce improvements in school work or behavior by students. Other incentives include book covers, buttons and other similar incentives given out on a weekly or bi-weekly basis. The stickers, when placed on notebook covers, enhance each child's status and inspire others to work for the incentives.

New York City, District #19 (PS 273) H E1 223

Grades 3, 4, 5, and 6 participate in career days. Community workers present career information at an assembly program in areas such as: librarian, botanist, publisher, nurse, social worker, police, carpenter, insurance, dental hygienist. Focus is also on nontraditional careers for women. A program for grades 1 and 2 is activity oriented with special songs and skits.

New York City, District #32 (PS 151) H E3 224

As a part of parent education/training programs many activities offer parents an opportunity to increase their awareness regarding good child rearing practices. Parents meet for a number of sessions to learn about child development, to share common concerns, to develop positive ways of dealing with difficulties and to improve communication within the family. The invitation letter includes both English and Spanish wording.

New York City, Board of Education (Bureau of Educational and Vocational Guidance) H S5 225

FACTS is a coordinated program of school volunteers, college work/study aides and financial aid personnel who spend a day a week in the college advisor's office. They provide information about grants and scholarships and help in completing aid application forms.

North Babylon Union Free School District H S5 226

The Director of Guidance and the Advanced Placement Biology teacher join forces to provide the AP Biology students with a series of guest speakers on careers in medicine. Fields represented have included medical doctor, chiropractor, osteopathic physician, dentist, research biologist, nurse, pharmacist, psychologist, veterinarian, respiratory therapist, and emergency medical technician. The series focuses upon students who have the academic potential and scholastic background to pursue occupations in highly trained medical areas. Students listen to and speak with a variety of professional men and women who are presently working in the health-related professions. Students use this experience to gain a

wider understanding of what the world of work is all about for these professional men and women.

North Colonie Central School District H S5 227

The guidance department at Shaker High School invites college admissions representatives to plan visits during two-hour blocks of time on Friday mornings during the October-December period.

This time includes a 15-minute, mid-morning period in which all the Shaker students are unassigned and during which college tables are established in the student dining room. At this time students and faculty are free to stop at the clearly identified tables, ask brief questions and pick up materials. During one of the remaining 50-minute periods, students make appointments for a thorough discussion with the representative. During the second period all the counselors meet each representative to increase their own knowledge. The times for the student appointments are rotated over a four-class period time slot so that class interruptions are minimized.

This structured program results in more effective use of counselor time; permits better notification of students, parents, and faculty; allows all counselors to meet with all of the college representatives; and minimizes scheduling problems.

Northstar Christian Academy (Gates-Chili) H S2 228

The counselor arranges a one-day shadowing program for students in cooperation with the local chapter of the American Business Women's Association. Students observe and participate in regular work activities for that occupation. At the conclusion, students and employers critique the experience.

Ossining Union Free School District H S9 229

Middle school students and their parents participate in career breakfasts usually held on Fridays at 8 AM. The breakfasts, held in a small classroom, involve three invited speakers. Each child carries out a specific task (meeting guests, writing invitations, serving, or cleaning up) to make sure the breakfasts run smoothly. At the end of each session, students complete a questionnaire which asks if the speakers were interesting, did they learn anything new, was there enough time for questions, and what other concerns would they like to explore. Administrators encourage teacher participation.

Oxford Academy and Central School District H S5 230

A senior experience day offers programs for students on "after high school" topics. One session titled, "Employer Expectations for Employees," addresses the questions: What worker traits are important in today's job market? What factors contribute to success? What traits result in failure? (See Appendix)

Pembroke Central School District H S2 231

The "Senior Practicum" is a series of required experiences for all twelfth grade students. Workshops, held in the senior year by counselors and teachers in English and social studies classes, cover the following topics: personal decision making, resume writing, job-seeking skills, tax preparation, developing job

attitudes, completing job applications, job interview know-how, and Cardio-Pulmonary Resuscitation. All students participate in a mock job interview with employers from local industry.

Ramapo Central School District H S5 232

Each Thursday from September through December, invited college representatives consult with students in a "college-tables" program during the lunch period.

Randolph Central School District H E1 233

The guidance department, in cooperation with the elementary school principal and sixth grade teachers, conducts a week of orientation activities to improve student transition to the high school. Each sixth grader attends seventh grade classes for a day, paired with a seventh grade guide. The junior high counselor meets with sixth grade classes as a follow-up to address topics such as: groupings, remedial classes, detention, study hall rules, library regulations, attendance procedures, extracurricular activities, and grading systems. In September, parents of new seventh graders attend an orientation evening which includes ten-minute classes of the five major subjects followed by an open question and answer session.

Rhinecliff Union Free School District H S7 234

A special program on Teen Sexuality for students in grades 8 to 11 brings together those students, male and female, who are in various stages of developing relationships. Discussion leaders (social workers and psychologists) attempt to involve participants in each seminar topic during small group meetings. Teachers and other clinical staff of this special school recommend students for the seminar. The sessions cover: language of sex, sex roles, attraction, types of sexual expression, sexual stereotypes, indirect and direct communication, relationships, experimentation, peer pressure, responsibilities and consequences of sexual relationships, long-term relationships, and ending relationships.

Rochester School for the Deaf H S5 235

"Young deaf adults have difficulty in job entry, placement and adjustment to employment situations. The deaf student must become familiar with problems which they face in making out applications, interviewing techniques, communications with employers and co-workers, work procedures, company policies and overall performance. The most effective method of accomplishing this adjustment is to bring the student face to face with the actual conditions of employment under the supervision of individuals familiar with the deaf and skilled in communicating with the deaf. The Summer Work Experience Program is the vehicle which provides deaf students in the area with the opportunity to obtain employment."

Students, male or female, 16 or older, residing in the area may participate in the program. Students work four and one half days per week for six weeks. Students return to the school campus on Friday afternoons to participate in a seminar concerning the world of work or to visit local industries.

Rochester School for the Deaf H S5 236

Few postsecondary institutions with programs for the deaf exist throughout the United States. Thus, it is extremely difficult for parents and students to meet with college admissions personnel. The school has established and hosts an annual college day for deaf students to alleviate this problem.

In the recent past, eight colleges representing the states of North Carolina, Minnesota, New York, Pennsylvania, and California participated. Over 100 students and parents annually attend from Central, Southern, Northern and Western New York.

Schuyler-Chemung-Tioga Counselors Association H S5 237

The Counselors Association presents a College Information Day in a shopping mall. Evening hours encourage parents to attend. Students in participating high schools receive a booklet which lists the colleges and schools that will be represented. In addition, the Counselors Association has developed and printed a College Conference Manual which includes articles written by school counselors on topics related to planning for higher education. Career planning, college selection, financial aid, and college interviews are some of the topics. This manual assists home school counselors as they work with their students prior to the College Information Day. (See Appendix)

Smithtown Central School District H S5 238

A Mini-College Day Program developed by ten school districts involves four, week-long programs. Groups of 30-40 colleges visit 14 different high schools each week. The "caravan" of college representatives spends one and one-half hours in each high school and visits an average of three high schools per day. The counselors find this format to be particularly effective for small and/or out-of-state colleges.

Smithtown Central School District H S5 239

In the Spring, seniors who have not applied for postsecondary education meet individually with counselors to assess plans. All work-bound seniors participate in a workshop on employability skills. College-bound seniors undecided about a major review the computer occupational file. A Career School Day for both groups with representatives from area training institutes follows.

Smithtown Central School District H S7 240

Homeroom teachers announce a group program offered to tenth grade students. It consists of a series of group workshops for students who are experiencing difficulty with problems of parental separation or divorce. During group sessions, the following issues arise. The blamelessness of divorce, changes in the family, mom working, custody arrangements, parental dating, visitation schedule, pending remarriage and examining feelings of anger, guilt, helplessness, isolation, and abandonment.

Activities include films, filmstrips, and discussion. Guest speakers talk to the group about their own divorces, or their parents' divorces, and how they dealt with it. The group provides a support system for its members and serves to prevent future adjustment problems.

Spencerport Central School District H S5 241

A mini-course on independent living for learning disabled students emphasizes housing and financial planning.

Tuxedo Union Free School District H S5 242

Students on a volunteer basis sign up on a form that lists different career fields. Career speakers present information and students have an opportunity to interact with the presenters during lunch periods.

Utica City Schools H S2 243

A career awareness program, developed through the cooperative efforts of the Boy Scouts Explorers and the Industry Labor Education Council, offers all tenth graders the opportunity to identify career areas of interest on a survey form. Career presentations, provided twice a month, occur during regular class periods on a time-staggered basis. The community agency representatives brief presenters on the use of appropriate resource materials, methods, and procedures.

Wappingers Central School District H S3 244

Research indicates that test anxiety has a detrimental effect on examination performance. The Test Anxiety Scale for Children (TASC) and the Cognitive Interference Questionnaire (CIQ) facilitate the evaluation of eighth grade students who choose, with parental consent, to participate in small groups (10-15 students) formed for program delivery purposes. The program extends over a seven-week period with one 45-minute session per week. Activities include: viewing videotapes designed to reduce test anxiety and direct attention to appropriate test taking behaviors, relaxation training, study skills training, problem solving experiences, and mental imagery training.

Webster Central School District H S2 245

A decision making program for eighth graders consists of a two-period activity in conjunction with social studies classes. It serves as an introduction to a decision making process and a hypothetical decision making experience.

West Valley Central School District H S5 246

Students in grades 9-12 shadow a person who is working in a job related to their interests. Students meet with the counselor to review interests and complete a request form. The counselor then makes initial arrangements. The student receives a copy of the request form with arrangements indicated and an evaluation form. Generally the student spends at least one half a day, and sometimes two or three days, at the shadowing site. Upon completion of the shadowing, the student completes the evaluation form and returns it to the counselor who meets with the

student to review the experience. The evaluation form becomes a part of the student's guidance folder. The career resource file in the guidance office, the BOCES career education resource center, or the counselor provide potential sites for the shadowing experience.

West Valley Central School District H S5 247

During the third or fourth quarter of their senior year, students who plan to further their education can participate in small group seminar sessions to discuss the many aspects of college life. The groups meet two periods per week with the guidance counselor to explore topics of concern about attending college. The students compile a list of concerns during the first one or two sessions and then a priority list is established from their individual lists. Topics include: How Do You Switch Majors?, What If You Can't Get Along with Your Roommate?, What If I Run Out of Money?, What If I Get Homesick?, and What is a Typical Day Like?

White Plains City Schools H S5 248

The Job Interview Fair offers juniors and seniors an experience directly related to their future success in the world of work. Local firms send personnel representatives to serve as interviewers. Students complete an application for employment, attend a pre-interview orientation session, and participate in an interview. A student booklet offers tips on dress, interviewer expectations, resume data, questions frequently asked, sources of job leads, and follow through.

I. Program Planning/Scheduling

Handbooks and newsletters assist students to obtain and use information needed in their planning process. Some are simple information sources, others outline self-instruction procedures. Examples of both types follow.

Brighton Central School District I S3 249

"This individual report may help you plan ahead to the post high school year. It provides a summary of your high school career, but it does not, of course, present all the information you may use in making the important decisions which lie ahead." This quote sets the tone for a message at the beginning of a student folder for juniors and seniors. The folder includes a copy of the student's transcript, a school profile sheet, cumulative scholastic average, significant school and community activities and a student description form of scholastic performance and personality characteristics. A note to employers and admissions officers states: "The student presenting this report has been advised to ask you to read these credentials at the beginning of the interview. This report has been prepared to (1) help the student make realistic, effective personal plans for the post high school years and (2) to help you, the interviewer, better understand the student before you. We hope this report will serve to introduce the student and provide a basis for a more comfortable personal interview for all concerned."

Canandaigua City Schools I S9 250

The note to parents on the Tentative Course Offering Sheet states, "In the next few weeks, we will begin planning your son or daughter's schedule for the coming school year. It is a time when we review the student's educational-vocational goals and progress in the present school year. If you wish to participate in this important decision making process, call your child's counselor between 8 AM and 4 PM to make an appointment. The planned program of study will be sent home with the third quarter report card for your approval." The Tentative Course Offering Sheet lists on the front all course offerings. The reverse side lists graduation requirements, occupational school courses and a note to parents.

Canisteo Central School District I S3 251

Worksheets inform students and parents of the student's current status in regard to academic progress, projected courses of study, study information, attendance data, and competency requirements. The forms, printed on NCR paper, permit distribution of the worksheets to interested parties once initiated. The guidance office phone number is at the bottom of the form with the comment, "This is to inform you of the student's academic record to date. If you wish to discuss this report, please call the Guidance Office."

Cato-Meridian Central School District I S1 252

A form includes information for each student on courses taken and grades and credits earned. It provides a structured summary of educational progress and career plans for completion and review in an annual conference with the student and parent.

Chenango Forks Central School District I S3 253

A booklet, which is used in grade 8 as part of an orientation program for students and parents, encourages development of a course of study which is related to student career objectives and satisfies graduation requirements. Career charts identify occupations related to interest and ability for each subject area included in the booklet.

Ellicottville Central School District I S5 254

A 15-page booklet informs students about standardized tests, college applications, and financial aid information and gives information about participation in various programs.

Hauppauge Union Free School District I S3 255

NCR paper makes the distribution of special decisions on students less cumbersome to interested parties. Established forms on (1) Early Graduation, (2) Early School Release, (3) Independent Study and (4) Request for a Partial Course Credit indicate that procedures have been agreed upon to provide for individual student needs. Each form requires student, parent, counselor, administrator, and/or teacher and department chairman signature and approval. The distribution of the completed forms alerts all parties to the conditions agreed upon and any special circumstances for the particular student.

Hauppauge Union Free School District I S3 256

An 8-page flyer for incoming ninth grade students and their parents, states: "The time has come to permit students some freedom of choice in their education; not total freedom, for students still need adult guidance. Ninth grade, however, is a beginning." The brochure has a glossary of new terms for the student (i.e. credit, sequence, elective). It lists and describes subjects offered in grade nine. The flyer explains requirements for graduation, as well as the different levels of courses.

Highland Falls Central School District I S3 257

The Program Guide is an 80-page mimeographed booklet that describes course offerings. In addition, the brochure describes: Registration Process, Diploma Requirements, Regents Examinations, Competency Tests, Course Loads, Early Release, Class Rank, Homeroom Assignments, Description of Special Services, and Typical Programs.

Islip Union Free School District I S3 258

The Curriculum Handbook includes information on requirements for graduation, tests administered in the high school, rank in class formula, course level descriptions and a written description of each subject offered in high school. The 30-page booklet includes a student schedule worksheet.

Islip Union Free School District I S3 259

This 26-page brochure for ninth grade students includes: Promotion Requirements, Graduation Requirements, Regents Status, Regents Diploma, Rank in Class, and Course Descriptions. A student schedule worksheet provides a similar format for all students.

Mayville Central School District I S3 260

A handbook prepared by the guidance department assists eighth grade students and parents to understand the high school requirements and course options prior to scheduled student-parent-counselor conferences.

Oriskany Central School District I S3 261

A brief worksheet, used throughout the student's senior year, helps the counselor and the student to determine needs and plans to assure progress toward graduation.

Ramapo Central School District I S5 262

All eleventh grade students receive My Personal Profile. It is the formal beginning for creating post high school plans, although career workshops and individual conferences started at grade nine. The profile provides for student self-understanding and compiles data for resumes and transcripts.

Rush-Henrietta Central School District I S3 263

A guide in newpaper format, twenty-four pages in length, includes: tips on planning your high school program, graduation requirements, decisions of course levels and the testing program.

A special section describes optional programs. The guide states: "Special programs tailor your high school education to your personal goals and interests. Some programs give you a way to explore careers while still in high school; others give you a head start on college or open doors to a full-time job. Still others may help you earn high school credit for activities you enjoy outside of school." Some of the courses listed in this section are: SCORE (School of Community Opportunities and Resources for Education), Cooperative Work Experience (Distributive Office and Industrial), Advanced Placement, College Study Program, Nazareth Freshmen Credit Program, Volunteer Activities, Career Internship Project, Independent Study, Alternative Programs, RIT Learning Development Center, RIT Vocational Testing, Summer School, and Community-Based Programs.

Sixteen pages contain course descriptions by subject area, from English through those available at the Vocational-Technical Center (BOCES).

The middle section of the newspaper is a "Course Planning Worksheet" that provides spaces to indicate major sequence, tentative post high school plan, and a 9-12 blank transcript form that can be completed by the student. It also contains a listing of course codes for student choices and a place for parent signature.

Rush-Henrietta Central School District I S1 264

An NCR form titled, Annual Student Planning Review, includes identification data at the top (Student name - home room - parents, etc.). Subject requirements are listed along with career courses and electives, and graduation requirements are

noted. A future career goal and, subsequently, planned courses/activities which support it for the present and the following year can be listed. Half of the form is a transcript-like format with space for subjects (passed and failed), year, grade, teacher, Regents (or local), final mark, units of credit and quality points. There is space at the end of the form for counselor and student signatures.

Shenendehowa Central School District I S3 265

The school prints a High School Curriculum Guide in newspaper style. It describes the current year scheduling procedure. It includes a time line for schedule completion and contains graduation requirements and a summary of the major counseling center activities by grade levels, 10-11-12. Course descriptions by department follow. All school curricular offerings appear with code numbers, the semester offered, and credits awarded.

Shenendehowa Central School District I S3 266

A program planning form incorporates: a review of interest inventories completed by the student, student plans for after high school, the type of diploma expected, the major sequence area, and a list of all high school courses completed. Students list their tentative course selections for the next year. Teachers must endorse selections in English, social studies, foreign language, mathematics and science. Parents and the counselor must also sign this form. A signed "Students' Responsibilities" statement reads, "I understand that it is my responsibility to give careful thought and attention to the choices of courses for 1983-84. I also understand that it is my responsibility to discuss my course choices with teachers, counselor and parents and to return my program to the guidance department." (See Appendix)

Sweet Home Central School District I S5 267

Students complete a career planning profile each year, which identifies work experience, extracurricular activities, volunteer/community service, interests/hobbies, special accomplishments, other educational experiences, career plans, and a self-description. This contributes to student self-understanding and career planning, and provides data for a counselor-student annual review.

Three Village Central School District I S3 268

A plan sheet details high school diploma requirements and provides a work sheet to plan high school courses. It is for ninth graders. Students calculate the credits they will have at the end of the ninth grade, how many they need to graduate, and begin to plan sequences.

Vestal Central School District I S3 269

This NCR form records student course planning in grades 8 through 11. It covers a student/parent conference required for all grade 8 students, and other scheduling activities for students and selected parents at other grade levels.

II. APPENDIX

- Supplemental Materials
- List of School Districts, BOCES Represented by Materials
- Bibliography of State Education Department Publications
- Summary of Guidance Regulation
- District Guidance Plan Review Checklist
- Index

A. SUPPLEMENTAL MATERIALS

The following materials are listed by the narrative summary reference numbers.

A - Counseling Approaches

B - Guidance Plan/Program

C - Inservice

D - Instruction/Career Planning

E - Parent Meetings/Workshops

F - Forms/Functions

G - Printed Materials/Resources

H - Special Activities/Programs

I - Program Planning/Scheduling

LEWISTON-PORTER CENTRAL SCHOOL
YOUNGSTOWN N.Y. 14174
(716) 754-8281
TO LEARN, TO GROW, TO BE

A S8 6

Topic:
Group Counseling

Presenter:
Barbara J. Barron, Guidance Counselor

I. Introduction
a. Rationale:
To cause selected students who are achieving below average to improve grades.

b. Goals
To assist students in evaluating their achievement in school.
To help students explore their interests.
To help students identify their skills.
To help students establish goals.
To encourage students to improve study skills.
To provide students the opportunity to design a four year high school plan and select courses for ninth grade.
To provide students an opportunity to examine their rights and responsibilities.
To cause students to examine and modify their behavior.
To encourage students to keep an assignment notebook.
To provide students an opportunity to interact.
To help students identify personal and work values.
To assist students with problem solving.
To enable students to explore careers.
To increase students' self motivation.

II. Implementation:
a. Selection:
Thirty-five eighth graders who were achieving below average.

b. Structure:
Students were divided into groups based on availability and intensity of problem.

c. Time:
Five groups of three to seven students meet one period per week.
Two groups of three to four students meet one period every other week.

d. Materials:
1. Articulated Career Guidance Project - Rochester, N.Y.
2. Gelatt, H.B., Varenhorst, B., Carey, R., Deciding, New York, New York: College Entrance Examination Board, 1972.
3. Simon, S., Howe, L., Kirschenbaum, H., Values Clarification, New York: Hart Publishing Co., Inc., 1972.

4. Miller, G., Test Yourself, A Career Quiz Book, New York: Scholastic Book Services, 1980.
5. Evaluation
6. High School Plan
7. ITV, WNED-TV - Self-Incorporated-video tape
8. Folder for each student.

e. Procedure

Goal for age group is set by the counselor. Each student sets his/her own goal and the steps needed by that person reach his/her goal. Each week students reflect on what has taken place that brings them closer to or deters them from reaching their goals. They clarify what needs to be accomplished for the next week. Weekly test grades, back assignments, attendance, behavior problems are identified in their folders. The remainder of the session is spent on interacting with activities concerning values, self-awareness, interests, skills, careers, problem solving from the materials stated above. At the close of each ten weeks, students fill out the attached assessment form. All materials are kept in folders.

I meet periodically with teachers, parents and the school principal to review progress.

f. Support personnel

Building principal, school psychologist, teachers, social workers.

III. Value

1. Increased self-motivation.
2. Improved study skills, organization and test preparation.
3. Fewer behavior problems.
4. Improved achievement.
5. Increased personal responsibility.
6. Increased self-awareness.
7. Completion of four year high school plan and ninth grade course selection.
8. Greater classroom participation.
9. Examination of values.
10. Improved skills in problem solving and decision making.
11. Identification of goals.
12. Group interaction.
13. Self satisfaction.

Objective	Activity/Procedure	Evaluation
Sophomores will be able to identify career resources offered by the Guidance Office	Ditto and display of career resource material	
Sophomores will be able to use career resources and research a specific occupation effectively	Written research project	Student Questionnaire
Sophomores will have intensified awareness of personal values and their nature	Values clarification exercises	
Sophomores will be aware of a decision making process and some complexities of decision making	Decision making exercise Decision making model Ditto	
Sophomores will be aware of some careers for which their interests suggest possible success	Kuder	Counselor evaluation of research project
Sophomores will be aware of the relationships among academic abilities/performance, interests, and potential careers.	Group conference with Kuder, report cards, test results	
Sophomores will understand course selection and discuss the significance thereof	Individual meeting with counselor to approve or modify course selections for coming year	Questionnaire
Career Education projects will be appropriately evaluated	Counselor reviews and grades Career Education projects and reports grades to English teachers	Counselor assessment
Secretarial staff will have adequate direction in program scheduling	Counselor designs basic schedule for Career Education program	Counselor assessment

PATCHOGUE-MEDFORD PUBLIC SCHOOLS

CAREER GUIDANCE PROGRAM BY ACTIVITIES

GOALS	GRADE 7	GRADE 8	GRADE 9
KNOWLEDGE OF SELF	"My Personal Checklist" "Getting Along With People" "My Friends" "This Is What I've Done" "My Autobiography" "My Interests"	"My Personality Checklist" "Abilities and Interests" "My Aptitudes" Differential Aptitude Tests	"Abilities and Interests" Kuder Interest Inventory
STUDY SKILLS	"Study Habits Checklist" "Performance - Study Chart"	"Study Habits Checklist"	"Performance Study Chart"
KNOWLEDGE OF WORLD OF WORK	"Job Families" Parents' Job Presentations	"How Many?" "Can Men and Women Do the Same Thing?" "Job Families"	Guidance Informatio System Career Lectures
DATA GATHERING	"Guidance Services Survey" Job Research	Job Research	Job Research
DECISION MAKING	"Space Ambassadors" "Job Values" Film - "What Do You Think?"	"Values - My Present Values, My Career Values" - Film - "The Most Important Thing"	"My Values" Film - "Going Back"
PERSONAL PLANNING	Selection of Elective Course Preferences "Life Career Planner"	Course Selection "Life Career Planner"	Course Selection "Life Career Planne

PATCHOGUE-MEDFORD PUBLIC SCHOOLS

CORE GUIDANCE PROGRAM BY ACTIVITIES

GOALS	GRADE 10	GRADE 11	GRADE 12
KNOWLEDGE OF SELF	"My Life Career Planner" Guidance Awareness Survey Harrington-O'Shea Interest Survey	"Career Road Map" "My Career Plan" Review Permanent Record Activity #8	"My Life Career Planne "Personal Goals" "Educational Goals" Review Permanent Recor Where I am Now
STUDY SKILLS	Activity on Study Skills	Prepare for SAT, ACT, and Achievement Tests (Activity #10)	Senior Appointment
DATA GATHERING	Activity #3 Data/People/ Things Activity #8 GIS	Activity #9 GIS	Activity #6 GIS
KNOWLEDGE OF WORLD OF WORK	Harrington-O'Shea	Activity #6 COPS or ASVAB	Activity #8B Attitudes Toward Work What Do You Want From Your Job? Interview Do's and Don
DECISION MAKING	Activity #6 Connection Last Year, This Year, Next Year's Courses	Activity #11 Parent/ Student/Counselor Conferences for senior year Selection of Colleges or Occupations	Parent's Night Narrowing College Choi Senior Appointment
PERSONAL PLANNING	Activity #2 Sophomore Parents Night Activity #6B Plan next Year and Beyond	Activity #3 PSAT Registration Activity #7 Activity #2 Parents Night	Activity #1, #2 Activity #5 My Future Plans Exit Interview Action Plan for Coping with Barriers

I. INTRODUCTION

Based on the philosphical belief that students are capable of solving their own problems, and inherently want to do so,

and that each needs help in doing this, as an individual, and in group relationships,

counseling must supplement instruction, with a developmental emphasis, in a comprehensive and coordinated program, continuing from one school level to another,

and with the specific objective of assisting each pupil to make wise decisions, obtain an adequate self-concept, and attain effective interpersonal skills, while yet achieving responsible independence.

II. THE GOALS OF GUIDANCE

The goals of guidance are identical with the goals of the school and State Department: "Let each become all he is capable of being." Guidance services have evolved here as elsewhere to help the school better meet this commitment to the individual student. All teachers are concerned with the development of the student. This concern should and does extend beyond the teaching of subject matter. What makes the guidance counselor's role unique is his involvement in the student's total intellectual, social, and emotional development.

Guidance contends that true development can only come with the ability to make one's own decisions. The facts must be understood and a conclusion reached. Counseling, the central core of the entire guidance program, is designed to help the student toward this goal of personal responsibility.

Guidance is for all students, not just the ones with "problems." Its goals are reached through a comprehensive, developmental process. One might compare this process to the step by step advancement of a student through mathematics. At each step of the way concepts are presented which enable the student to move up to the concepts of the next level. Guidance uses this same method of development. It is an integral part of the school program. Meaningful guidance can only come about through the cooperative effort of all, teachers, counselors, and parents, toward the development of the student. The guidance program emphasizes and formalizes this concern. It is based on sound theory and proven practice. It has no "easy" answer to all the problems of education. Reasonable goals, however, have always been within its reach. The guidance program at Port Jefferson is directed toward such goals.

III. COUNSELING

INDIVIDUAL COUNSELING

Counseling is the hub around which all other guidance services revolve. In fact, the other services are valuable only in their contribution to the counseling process, which can be best described as a professional relationship between the counselor and the student. One year of extra training in this area is required before a teacher becomes a counselor qualified to perform the services. He follows prescribed practices in his attempt to help the student. When a counselor "counsels" a student in the privacy of his office, he is concerned with three questions: (1) can he help the student to a meaningful understanding of himself? (2) can he help the student to a meaningful conception of the world around him? (3) can he help the student to a meaningful harmony of the first two?

Counseling is not giving advice. Telling a student which companions to avoid or what college to attend bears no relation to the goals expressed above. A counselor does not make the choices. He is using all his professional skills to help the student gain insight for proper choices for himself. Counseling is concerned not with the easiest solution to an immediate problem, but with the student's entire process of problem solving. If a student can solve this problem for himself at age twelve, and that problem for himself at age sixteen, the probability of his solving a major problem for himself at age twenty-five is that much greater. The issue is not "adjusting" the student to school, but of preparing the student for responsible adult life.

Responsible and rewarding adult life implies the fulfillment of the student's true potential. He must know himself and the world he is entering. The purpose of all other guidance services -- testing, group work, occupational information -- is to supply the raw material needed. All this brought together at the "hub", the counseling session.

MULTIPLE COUNSELING

The primary aim of the counselor, as pointed out, has been to assist each high school pupil to make educational, vocational, personal and social adjustments and plans. The use of multiple counseling has in no way drawn the attention of the counselor from the individual student, but has supplemented the attempt to serve the individual. This seeming paradox may need explaining.

By definition, multiple counseling is concerned with counselees making individual decisions within a small group situation (of 4 to 7). Multiple counseling differs from other group techniques in that the group is formed by selecting common problems and concerns, around which identification participation can take place in a so-called leaderless group discussion. This is different from the usual structured group situation. In the multiple counseling situation, problems may be discussed simultaneously by several students with the outcome being the realization by the individual student that such difficulties are not his alone, but shared by his fellow students. On the high school level, the most immediate problem that seems to lend itself well to multiple counseling is the academic failure of students with high or average ability levels. Other problems often reveal themselves in the form of low grades.

Multiple counseling is successful mainly because of the strong need of youngsters to interact, relate, and be accepted by their peer group. The atmosphere of the group must be one of acceptance, understanding and freedom of communication without fear of moralistic or punitive action on the part of the counselor. Through various open-end questions such as "why are we here?" or "this is your group; you may take up anything you wish", the counselor attempts to get the students to interact with each other. The counselor avoids the "leader" role and acts only as a catalyst to keep the discussion going. The number of times the group meets depends basically on the desire of the group to continue its discussion.

On the elementary level, children to be considered for this program may have varied problems and different personalities. Basically, this is a program where every child could benefit in participating. It is not a program for the disturbed child, but it is a program for the developing child who has encountered difficulties, blocking, and minor frustrations that lead to warning signals.

Some specific traits which may alert teachers to recommend multiple counseling include:

1. Excessive shyness
2. Carry-over or a regression to immature behavior
3. Aggressive actions
4. High intellectual potential, yet poor work
5. Home tensions affecting child's behavior in school
6. Tense, nervous and vague fears
7. Difficulty getting along with his or her peers

IV. INFORMATIONAL SERVICES

VOCATIONAL AND EDUCATIONAL MATERIALS

Comprehensive occupational files are available in the Guidance Office and Library for student use. Student clerks assist a counselor in a continuing review of the materials to insure that the information is current. New materials are supplied through subscription and special orders. College and school catalogues are filed alphabetically for student use. Other reference materials include a scholarship file, College Data Service Manuals, Trade and Vocational School Manuals and numerous guides for selecting a college.

The use of vocational materials in determining the student's general area of interest is emphasized in the sophomore year. Counselors introduce the use of these materials through individual and group interviews. Juniors begin their use of college and school catalogues in preparation for college choices. College Data Service Manuals giving capsule descriptions of the school, admissions procedures and acceptable college board scores, are in constant use late in the year as student scores are reported on examinations written.

GUIDANCE PUBLICATIONS

A publication called a "Profile of the Senior Class" is used to communicate to colleges a description of courses and achievement of the senior class. One is mailed with each application blank sent to college. This provides a frame of reference for the transcript of grades for each candidate applying.

Periodically, handbooks are published covering some specialized area of information. "The Chart" is a book containing descriptions of course content, and requirements for graduation. "Applying to College" is a handbook for college applicants on the necessary procedures, exams, interviews, financial aids and college evaluations, preparatory to attending college or university. A pamphlet on opportunities for vocational training outlines the courses available, prerequisites, and post-high school opportunities for the non-college pupils.

Communications with parents each year keep them informed of the individual progress of their children or suggest need for improvement or summer school.

V. INTER-RELATIONSHIPS WITH OTHER SCHOOL PERSONNEL

Guidance works in conjunction with other members of the staff: faculty, administration, school nurses, and psychologist, to identify needs, and to benefit the pupil. Annual meetings are held for members concerned with pupil personnel and special services. The three school nurses, eight guidance counselors, attendance teachers, administrators, and psychologist review recommendations for special help to pupils whose adjustment problems, health problems, or disability warrant attention, referral or specialized services.

Throughout the year close cooperation with teachers is maintained. Teachers recommend special class placement. Frequent conferences are arranged including teachers, counselors, and parent, to analyze academic or adjustment difficulties of individual students (and may be either teacher or parent oriented). Teachers are invited to consult files, and may request supplementary information to better understand their pupils. Sometimes the teacher initiates referral to the psychologist for intellectual evaluation or more extended study.

A school district psychologist functions as a referral specialist at all three school levels, elementary, junior or senior high. Treatment of the mentally or emotionally ill does NOT lie

within their province. Rather, they provide more exact measurement of ability or attitudes than is possible in group testing, and they work with pupils individually to ascertain what may cause school-centered academic or adjustment problems in an otherwise normal boy or girl. They make recommendations and suggestions to teachers or counselors, which might facilitate better learning, and confer with parents on test interpretation and possible improvement of situations and relationships affecting the pupil.

The counselors work closely with the school nurses, who keep health records, provide for physical examinations, sight and hearing evaluations, and any special referral to the school physician. No treatment is ever administered to anyone diagnosed as ill. The nurse advises the counselor and contacts the parent if medical attention or taking the pupil home should be warranted.

VOCATIONAL REHABILITATION

The State Education Department, through the Vocational Rehabilitation Division, provides for high school students, and graduates, assistance in overcoming handicaps by improving abilities so that the individual may become satisfactorily employed or self-supporting.

The counselor assists in bringing this service to students by identifying the needs, providing information about the service to the student and his family, and arranging for conferences during the school day with the Vocational Rehabilitation representative.

VI. INVENTORY

TESTING PROGRAM

The use of standardized tests in the public schools has long been recognized as a positive function on behalf of our young people. Objective measurements provide another avenue through which it is possible to know each student in a more personal way. Results are used to ascertain strengths and weaknesses; to enable better prediction of success in various courses; to identify gifted or potentially superior students. Once information has been obtained, much can be done to individualize the educational process for each child. We are cognizant that test results furnish, at best, only part of the picture in the true evaluation of an individual.

The society in which our youngsters will soon compete is an intricate, technical and swiftly changing one. It is interesting to note that there are over 40,000 different ways to earn a living. We, as counselors, are also aware that the demands of different types of vocations vary greatly. On the other hand, it is evident that each student is in many ways different from any other student. By providing the individual with more information about himself, we are hopeful that this will perhaps enable him to make more prudent choices with regard to his future.

A good standardized test is in some respects like a tested recipe. If one is going to make a cake, it is reassuring to know that someone else has performed the task previously under controlled conditions. One distinct merit of standardized achievement testing is that it provides the teacher with an objective, independent yardstick that is less likely to reflect the teachers' own special biases in the coverage of a course of study. Teacher-made tests serve to evaluate the relative performance of students within one class or group of classes, but are less helpful in the task of appraising the achievement level of students relative to that of some other group. Every test user is also aware that no test can be considered perfectly accurate.

TYPES OF TESTS USED

Achievement. A test that measures the extent to which a person has "achieved" something, acquired certain information, or mastered certain skills - usually the result of specific instruction.

Aptitude. A test which measures the person's ability to learn in some particular area with relative ease and skill.

Intelligence. A test which attempts to measure the proportion of the available global knowledge which the individual has successfully been able to integrate.

SOME TESTS USED IN THE TESTING PROGRAM

Intelligence Tests -	Cognitive Ability Test - Grades 3, 4, 6 and 8. Lorge-Thorndike - Grade 11 Individual tests administered by Psychologist, on recommendation.
Achievement Tests-	Iowa Test of Basic Skills - Grade 1 through 8 New York State Pupil Evaluation Program Proficiency Examinations in Reading and Mathematics Grades 3, 6 and 9
Aptitude -	A.P.T. - Grade 9 Relative strength and weakness in various areas - Verbal, numerical, spacial, etc. Vocational General Aptitude Test Battery - Grade 12 (New York State Employment Service) - Administered to non-college-bound students.
Scholarship -	P.S.A.T. (Preliminary College Board) - Grade 11 National Merit Scholarship - Grade 11 College Board S.A.T. and Achievement tests - Grades 11 and 12. New York State Regents Exam (Scholarship exam for awards, Scholar Incentive, and admission to State University) - Grade 12.

USE OF TEST RESULTS

Test results are used not only in the counselor-student relationship, but shared with parents, teachers and administrators for better understanding of the student, his placement in appropriate groups and electives, and his eventual optimum development.

THE CUMULATIVE RECORD

Implementing the continuity of guidance, the keeping and proper use of cumulative records for each pupil will enable a counselor to interpret to him his strengths and his special needs in the course of his development.

The high school cumulative record includes:

1. School marks beginning with 9th grade.
2. A profile of test data including aptitude, I.Q., interest and achievement test scores through school.
3. Family data including parent's occupation and education, children in the family, birth dates, etc.

A good cumulative record is the foundation of any good guidance program, assisting the counselor in working with each student to make individual plans and decisions which are appropriate to his needs and interests, consistent with his capabilities and capacities, and conducive to a satisfying and useful life.

VII. SPECIFIC GUIDANCE ACTIVITIES ON THREE LEVELS

ELEMENTARY SCHOOL

Developmental Guidance grows out of the belief that each individual has his own unique growth and learning style which can be understood and enriched by informed and sensitive counselors.

This philosophy has special significance in schools today with the focus on the individual learner and his personal characteristics and special needs; therefore, guidance programs must begin early, with the goal of knowing and understanding each child. The Primary School counselor can observe, interview and interact with pupils beginning at age four in Pre-kindergarten with, among others, the following procedures:

I. ORGANIZATIONAL AND SYSTEMATIC PROCEDURES

A. Counselor and Child
   1. Classroom visits to participate or observe
   2. Individual and/or group interviews
   3. Activity counseling

B. Counselor and Teacher
   1. Monthly meeting with teachers to review class lists for special concerns about individual children
   2. Plan approach to identified problem: parent conference? observations? individual or group counseling? physical exam?

C. Counselor and Nurse
   1. Establish criteria for referrals from nurse to counselor and vice-versa (ex. children with chronically unverified health complaints)
   2. Routine meetings to review status of referrals.

D. Counselor and Attendance Teacher
   1. Establish average attendance norm for each grade level
   2. Discuss children exceeding average absence rate and meet with parents to discuss problem.
   3. Involve teacher in plan to improve attendance

E. Counselor and Psychologist
   1. Counselor processes psych referrals from all sources in school
   2. Counselor records referrals made and records progress of referral
   3. Arranges case conferences with teachers, specialists
   4. Meets with consulting psychiatrist.

II. ON-GOING NON-SYSTEMATIC PROCEDURES

A. Spontaneous referrals for counseling
B. Pupil counseling
C. Parent conferences
D. School committees - testing, report cards, etc.

INTERMEDIATE

The emphasis is on the early identification of intellectual, emotional, and social strengths and weaknesses, on developing talents, and prevention of conditions which interfere with learning. Assistance to all the children is provided by direct counseling and through teachers and parents.

Activities include:

1. Acquiring and using information about children.
2. Providing parents, teachers and administrators with information needed for maximum use of the children's abilities.
3. Counseling individuals and groups for better self-understanding and achievement.
4. Coordinating a program of objective testing.
5. Interpreting pupil data from group testing, to teachers and parents.
6. Holding case conferences with teachers and specialists.
7. Participating in teacher-parent conferences.
8. Consultations with teachers to modify instruction to meet pupil's individual needs.
9. Resource for better understanding of child growth and development.
10. Research projects on learning, and on perceptual abilities or difficulties.

ORIENTATION AND ARTICULATION

The term "orientation" includes all those activities designed to aid the student to understand and adjust to new school situations and activities. Orientation services are of most importance at such crucial times in the student's life as beginning, or transferring to, a new school level.

The coordination of orientation services between schools, aimed at effecting a smoother transition for the student, is referred to as the process of "articulation." The Junior High School fulfills its role in the articulation process in the following ways:

Sixth Grade Pupil-Parent Night. An evening program is held in the spring for the sixth grade pupils and their parents at the Junior High. The administrator, seventh grade teachers, and the counselors describe the new school routine, the content and expectations of the various subjects, and the guidance service. A tour of the building is conducted.

Pupil Personnel Meetings. Background information for use in working with individual students in the Junior High is secured through a meeting with the pupil personnel staff of the Elementary School. The Junior High counselors, in turn, provide pertinent information to the High School pupil personnel staff for their use in counseling the students who move up to the High School. Through this communication between schools, a continuing program of services can be provided to the students.

The orientation function is continued during the first term through individual interviews and the group guidance program.

JUNIOR HIGH SCHOOL

Orientation Interviews. Each student new to the Junior High School is seen by his counselor as early as possible to form an acquaintanceship and to provide an explanation of the guidance services available to him. He is encouraged to see his counselor if he is experiencing any academic difficulty, if he wishes to work through a personal problem which may be interfering with his academic performance, or to use the occupations files located in the guidance office. Once the "ice is broken" and the "open door policy" stressed, the students are more likely to take advantage of the services provided for them.

Group guidance. The first group guidance session with the 7th graders is devoted to a discussion of differences in the school which they are experiencing, and the increased self-responsibility expected of them. An explanation of the marking system, the manner of reporting unsatisfactory progress, and the honor rolls is provided.

Junior High School Grades 7 and 8.

The counselors meet with all 7th and 8th graders in groups during the year. The topics covered include: study habits, final exams, final grades, summer school, and special topics (good grooming, making friends). Different approaches are used, depending upon the type of session, i.e., whether it is an information-giving session, or group discussion of a particular topic. The aims also vary: in the case of an information-giving session, economy of counselor time provides the reason for group sessions; in the case of a group discussion session, the intent is to utilize the power of the peer group to instigate increased self-reflection and growth.

Occupational Vocational Information.

The group work with the 9th graders centers about the occupations unit included in the 9th grade Social Studies program. The counselors visit each class to discuss the reasons for the approach to studying occupations, and to discuss the High School curriculum offerings. The students investigate three occupations of their choice, of different structural levels, and fill out reports. The purposes of this unit and assignment are to stimulate thinking about the world of work in general, and some careers in detail, to teach the student how to investigate a specific occupation, and to provide a basis on which to plan the high school program.

Other Junior High Guidance Activities include:

1. Program planning.
2. Career and vocational exploration.
3. Compilation of test information data for use by teachers.
4. Interpretation of test results to pupil and parents.
5. Recommendation for specific class placement: remedial reading, etc., or top classes in high school.
6. Counseling - personal.
7. Field trip activities.

HIGH SCHOOL

In the program at the High School as at other levels, guidance counseling is available to all students; the very bright, the average, and the disturbed or slow pupils, the college-bound and the non-college-bound as well. Parents are invited to share in interview sessions, (by phoning for appointments when their children are meeting with the counselors). Counselors see each student, and any number of additional appointments are requested by the pupils for:

1. Educational choices and self-evaluation.
2. Vocational counseling, and job opportunities.
3. College or post high school educational counseling, processing transcripts and recommendations, and in the spring of the junior year, group information sessions on college selection, supplemented by a student handbook "Applying to College," a work-sheet that assists the student in organizing significant information and evaluating his potential for a particular college, and visual aids.
4. Group counseling.
5. Personal counseling re:
   a. Individual concerns
   b. Academic failures and study habits.
   c. Employment possibilities and job placement.
   d. Test and measurement interpretation.
   e. Immediate or long-range problems.
6. Referrals to psychologist or community agencies

Measurement of aptitudes, mental ability, and of special area achievement are administered. National exams such as scholarship or scholastic aptitude tests are administered five or six times during the junior-senior years. The "follow-up" of graduates through correspondence their first year out provides data showing effectiveness of schooling and counseling.

VIII. UTILIZATION OF COMMUNITY AND OTHER SERVICES

COLLEGE VISITS AND VISITORS

To promote and maintain fine relations with colleges, the guidance department keeps continuous contact with the schools of higher learning. Throughout the year many college representatives are invited to come in and talk with our counselors, students, and teachers. The exchange of information is very helpful to all concerned. These sessions with the college representatives vary at times. They may consist of a visit with a counselor or the guidance staff. Sometimes the representative will talk to students on a group or individual basis. On occasion, the representative will tour the facilities, sit in on classes, and talk with teachers.

The knowledge gained through conversation with the college representative may varry. New policies on admissions, changes in costs, curriculum additions or revisions, building programs, and college atmosphere are some of the areas usually discussed. Interview data is recorded on cards and filed to give the guidance department up-to-date information. From time to time counselors visit higher educational establishments. Reports are made and filed in the individual college folders.

The interchange of information through this program has made many colleges aware of our school. In turn, our students have become highly informed about colleges. This knowledge has assisted the students in making their college choices more realistic and practical.

SPECIAL PROGRAMS

"College Day" program is sponsored by professional associations on county-wide basis.

Armed Forces.

Some of our boys and girls will be touched in some way by the military obligation. Others will seek the benefits and advantages to be found in the vocational, educational, and technical programs provided by the Armed Forces. It is therefore necessary for the Guidance Department to keep abreast of the latest information concerning the Armed Forces.

Throughout the year a close contact is kept with the various branches of the services. A file section provides students with the latest brochures, pamphlets, and books. This Armed Forces section is replenished periodically by the recruiters. Once a year Armed Forces Day is held. All branches of the services are invited to give short talks in assembly to our juniors and seniors. These talks are followed by a short question and answer period. After school the representatives give individual interviews.

New York State Employment Services

The Guidance Department works with the New York State Employment Office to bring vocational testing and registration for employment to the students planning to work after graduation. All interested students are interviewed, tested when indicated, and counseled on aptitudes and employment opportunities.

Employment Day.

Employment Day, sponsored by Suffolk County professional guidance associations, provides interscholastic opportunity for those seeking immediate post high school employment to meet employers, to experience job interviews and, frequently, to be hired.

Field Trips.

Each year field trips are sponsored by the Guidance Department. Student selection for the trips (by their teachers and counselors) is based on their interest and aptitude for the area concerned. Counselors and faculty supervising the trips direct questions to the hosts to accumulate as much information about entry jobs as possible.

Groups are taken to vocational training centers, hospitals, colleges, industrial centers, symposiums such as that sponsored by The Suffolk Academy of Medicine, etc.

IX. CONCLUSION

The availability of counselors is the keynote of the guidance service. Pupils are daily seeking specific information necessary to their educational or vocational goals, instruction on how to use the plentiful reference materials, counseling on personal or academic problems. Students and parents are urged to make appointments. The counselors are ready to give every student the opportunity to talk about his or her concerns, to the end purpose of helping each to self-appraisal, wise decisions based on knowledge, and self-determination.

RECOMMENDATIONS OF THE TASK FORCE

In fulfilling the Commissioner's Regulation, the above proposed Schenectady City School District Guidance Plan requires a modification in the counselor's current job responsibilities. Due to the counselors strategic position, numerous administrative/clerical tasks have become part of the guidance office. These "paperwork" tasks account for a disproportionate amount of time and have led the counselor to be seen as a "record checker."

The Regulation requires an annual review for each student, instruction by grade level, adivsory and individual and/or group counseling and a guidance program for all students. Accordingly, the thrust of the guidance program must change from one that is reactive/clerical and school supportive to one that is active/educational and primarily counseling in focus. There simply is not room available in the counselor's day for "business as usual" and meet the intent of the Commissioner's Regulation.

The Task Force has surveyed students, parents and teachers at both elementary and secondary levels concerning the important tasks of the guidance office. Overwhelmingly, students, parents and teachers are looking for more, not less, direct assistance to students in educational and career planning.

The new guidance emphasis must have the support of the building and central administration as well as that of the Board of Education. Counselors need to be encouraged to "counsel" and educate rather than be held responsible for "important clerical tasks." We believe the student along with his or her parent is primarily responsible for his or her educational program and progress. The counselor is part of a team of educational professionals working to assure each student's success.

The Task Force recommends:

a. The addition of four elementary counselors as a start in building a viable elementary counseling/career program.

b. The addition of a guidance aide at each high school to make schedule changes, transcript update, and assist in the clerical tasks at the high school.

c. The addition of three extra days per counselor during the summer of 1983 to develop career curriculum materials and in-service training.

d. Substitute coverage for elementary teachers for student conferencing.

e. The provision of materials and supplies to implement the Plan.

Guidance Activity Organization Sheet

Activity: Group Guidance Session I
Topic: Orientation & Preparation for Otis-Lennon School Ability Test

Date: September
Grade Level: 7

Purpose: The purposes of this lesson are:

A. Introduce the counselor
B. Introduce the profile folder
C. Review school procedures
D. Prepare students to take the Otis-Lennon School Ability Test
E. Help students feel more comfortable and at ease in a new school

Behavioral Objectives

1. The students will begin completing the directory information on their profile folder.
2. The students will be able to identify the guidance counselor by writing the counselor's name at the top of the profile folder.

Materials

Profile folder
Otis-Lennon information
Handouts-see suggested materials

Evaluation / Revision

SEVENTH GRADE GROUP GUIDANCE-SESSION I

JUNIOR HIGH SCHOOL PROCEDURE

A. Junior High School procedures and requirements

1. Hand out the profile folders for the students to fill out. Discuss and give time for completion.

2. Go over the requirements for the Junior High School courses, credits, report cards, etc. This is a good time to bring up promotion system and probation so that they are acquainted with what happens when requirements are not met.

3. Open discussion with each group by asking them if there is anything they feel was not included in their orientation to the Junior High School which should be for future sixth grade classes.

4. Discuss the school procedure and their reaction to it. Students will generally have plenty to say, but for a less self motivated group topics such as cafeteria, study halls, gum chewing, teaming and others should bring up comments, and a good opening for large group counseling.

5. Discuss duties of the pupil personnel staff; psychologist, attendance teacher, nurse, and outside recourses such as The Bridge personnel. Invite any of these persons to the sessions if they are available.

Materials

1. Profile Folder
2. Student Handbook

SEVENTH GRADE GROUP GUIDANCE

GUIDANCE AND HOW TO USE IT

THE TESTING PROGRAM

1. DISCUSS THE FORMAL AND INFORMAL WAY ONE MEASURES AND TAKES STOCK OF ONE'S SELF. MENTION THE SELF INSIGHT OF KNOWING ONE'S INTERESTS. INTRODUCE FORMAL MEASURES OF DETERMINING ONE'S INTERESTS, SUCH AS THE KUDER GENERAL INTEREST SURVEY, C.O.P.S. AND JOB-O. CAUTION STUDENTS THAT IN BOTH FORMAL AND INFORMAL MEASURES ONE CAN FOOL ONE'S SELF.

   INTRODUCE THE CONCEPT OF HAVING NOT ONLY THE DESIRE FOR A PARTICULAR CAREER, BUT ALSO HAVING THE ABILITY BOTH PHYSICAL AND MENTAL FOR IT. THIS SHOULD BE AN INTRODUCTION AT THIS TIME TO THE OTIS-LENNON MENTAL ABILITY TEST WHICH THEY WILL BE TAKING IN A FEW DAYS. ALSO MENTION THE STANFORD ACHIEVEMENT TEST WHICH THEY HAVE TAKEN IN THE PAST, AND WILL CONTINUE TO TAKE IN THE FUTURE.

   HAND OUT AND HAVE THEM DO THE GUIDANCE AWARENESS SURVEY. DISCUSS.

   POINT OUT THAT COUNSELING CAN HELP THEM UNDERSTAND THEMSELVES AND THEIR ENVIRONMENT. THEY ARE AN IMPORTANT PERSON WITH SPECIAL NEEDS. THE COUNSELOR RESPECTS THESE NEEDS AND HAS A GENUINE INTEREST AND CONCERN IN HELPING THEM UNDERSTAND AND RESOLVE THEM. AT ONE TIME OR ANOTHER EVERY STUDENT NEEDS TO TALK TO SOMEONE WHO IS TRAINED TO HELP WITH, AND IS INTERESTED IN STUDENT CONCERNS. LET THEM KNOW THAT WHAT THEY SAY TO THE COUNSELOR IS UP TO THEM.

   COUNSELORS CAN HELP:

   DISCUSS PROBLEMS WITH INDIVIDUALS AND GROUPS
   ASSIST STUDENTS WITH DECISIONS
   ADVISE STUDENTS AND PARENTS ABOUT COURSE SELECTION
   INTRODUCE STUDENTS AND PARENTS TO OTHER HELPING PEOPLE
   KEEP AND EXPLAIN STUDENT RECORDS
   GATHER HELPFUL INFORMATION FROM A VARIETY OF PEOPLE AND PLACES
   GIVE STANDARDIZED TESTS AND EXPLAIN SCORES
   HELP STUDENTS LEARN ABOUT THEMSELVES AND GET ALONG WITH OTHERS
   HELP TEACHERS AND PRINCIPALS WITH SCHOOL PLANNING

CAREER EDUCATION/GUIDANCE PROGRAM

1. Each 7th grade student will accomplish the following objectives:

	Rationale
A. The students will evaluate or re-evaluate their interests, abilities, and needs.	A. Even though students have made personal assessment in the elementary career education program, continued effort is necessary to re-evaluate personal preference. The activities within this area are to be done by both the Guidance Counselor and Social Studies Teacher.
B. The students will identify and use available tools in job selection.	B. The focus of this objective is to familiarize students with available material for career exploration. (Example: Widening Occupational Roles Kit, Occupational Exploration Kit, Guidance Information System, Classified Ads, Yellow Pages, Work Briefs).
C. The students will develop criteria such as people, data, and things to investigate job choices.	C. The focus of this objective is to show students that jobs can be placed into simple categories - working with people, data-ideas, and things. Based on their interests, they will explore one of these areas.
D. The students will familiarize themselves with job clusters and kinds of jobs within those clusters.	D. The focus of this objective is to show a different system of classifying jobs - this being the U. S. Office of Education's 15 job clusters and the range of jobs within each cluster.
E. The students will investigate what skills are required for the jobs in at least one cluster.	E. The focus of this objective is to have the students select a general area of interest (a cluster) and then identify and research information required for several jobs within that cluster.
F. The students will investigate, research and examine the progression of steps necessary to obtain a career goal.	F. The focus of this objective is to have students realize that in order to obtain a career goal a sequence of steps consisting of many short terms goals must be accomplished.
G. The students will summarize the school year's career activities.	G. The focus of this objective is to have Guidance Counselors and Teachers review the students' career program activities. A summary sheet has been provided for this purpose.

CAREER EDUCATION/GUIDANCE PROGRAM

2. Each 8th grade student will accomplish the following objectives:

	RATIONALE
A. The students will evaluate or re-evaluate their interests, abilities, and needs.	A. The focus of this objective is to have students evaluate their current interests, abilities, and needs.
B. The students will demonstrate that they may change career selections as interests, abilities, and needs change.	B. The focus of this objective is to have students look at any possible changes in their personal assessment and realize that this change is a continuous process based on many variables that can affect career choices.
C. The students will explore resources that relate to their various interests, abilities, and needs in any career selection.	C. The focus of this objective will allow students to seek out resources that relate to their personal assessment (completed in previous objectives).
D. The students will relate preparation and requirements needed for various job choices.	D. The focus of this objective allows students to investigate several jobs based on personal assessment and explore the many factors necessary in obtaining any job choice.
E. The students will develop a tentative educational plan that relates to career interests by making a Career Planner.	E. The focus of this objective will have students put together all the previous career education experiences they have had in grades K-8. This will be done by Social Studies Teachers and Guidance Counselors. The final result will be the completion of the Career Planner.

CAREER GUIDANCE SCHEDULE

B S2 24

SCHOOL _____ COUNSELOR _____

The Career Guidance Curriculum is being implemented during the 1981-82 school year on a pilot basis. Your reaction and feedback will be utilized to revise and, hopefully, improve the program for next year. Please assist us by completing the following:

By the end of September:

1. Review the objectives and rationale for each objective.
2. List your target date of completion for each objective.
3. Indicate special activities planned, e.g., Speakers, Career Day, etc.
4. Submit your career guidance class schedule to Mr. Berger. (It is anticipated that the activities will require two periods per day with groups of students. Your schedule should reflect this involvement.)

By the end of the year:

5. Complete the rest of this form and submit it to Mr. Berger's Office.

9TH GRADE OBJECTIVES	Target Date	Date Accom.	Problems (continue in back)
3A. At the end of the school year students will evaluate the services of the Guidance Department by identifying their contact with guidance throughout the school year.			
3B. Students will evaluate their abilities, interests, and needs and review their Career Planner.			
3C. Students will be able to relate school experience directly to the attainment of success in the world of work.			
3D. Students will examine role changes and indicate how they affect life styles in society and jobs.			
3E. Students will identify and use materials available to assist them in their career planning.			
3F. Students will identify procedures and list the steps necessary to secure employment.			
3G. Students will describe the appropriate steps to take in evaluating and choosing educational/training program(s).			

Special Events _____

CAREER GUIDANCE SCHEDULE

SCHOOL_____ COUNSELOR_____

The Career Guidance Curriculum was implemented during the 1981-1982 school year on a pilot basis. Your reaction and feedback will be utilized to revise and, hopefully, improve the program for next year. Please assist us by completing the following:

By the end of September:

1. review the objectives and rationale for each objective.
2. list your target date of completion for each objective.
3. indicate special activities planned, e.g., speakers, career day, etc.
4. submit your career guidance class schedule to Mr. Berger. (It is anticipated that the activities will require two periods per day with groups of students. Your schedule should reflect this involvement).

By the end of the year:

5. complete the rest of this form, and submit it to Mr. Berger's office.

10TH GRADE OBJECTIVES	TARGET DATE	DATE ACCOM.	(Continue PROBLEMS in back)
4A. Students will evaluate the services of the guidance department by identifying their contacts with guidance throughout the school year.			
4B. Students will evaluate their abilities, interests and needs and review their Career Planner.			
4C. Students will be able to relate school experiences directly to the attainment of success in the world of work.			
4D. Students will examine role changes and indicate how they affect life styles in society and jobs.			
4E. Students will identify and use materials to assist them in career planning.			
4F. Students will identify procedures and list the steps necessary to secure employment.			

CAREER GUIDANCE SCHEDULE

SCHOOL_____ COUNSELOR_____

The Career Guidance Curriculum was implemented during the 1981-1982 school year on a pilot basis. Your reaction and feedback will be utilized to revise and, hopefully, improve the program for next year. Please assist us by completing the following:

By the end of September:

1. review the objectives and rationale for each objective.
2. list your target date of completion for each objective.
3. indicate special activities planned, e.g., speakers, Career Day, etc.
4. submit your career guidance class schedule to Mr. Berger. (It is anticipated that the activities will require two periods per day with groups of students. Your schedule should reflect this involvement.)

By the end of the year:

5. complete the rest of this form, and submit it to Mr. Berger's office.

11TH GRADE OBJECTIVES	TARGET DATE	DATE ACCOM.	PROBLEMS (Continue in back)
5A. At the end of the school year students will evaluate the services of the Guidance Department by identifying their contacts with guidance throughout the school year.			
5B. Students will evaluate their abilities, interests and needs, and review their Career Planner.			
5C. Students will be able to relate school experience directly to the attainment of success in the world of work.			
5D. Students will examine role changes and indicate how they affect life styles in society and jobs.			
5E. Students will identify and use materials available to assist them in their career planning.			
5F. Students will identify procedures and list the steps necessary to secure employment.			

CAREER GUIDANCE SCHEDULE

SCHOOL_____ COUNSELOR_____

The Career Guidance Curriculum was implemented during the 1981-1982 school year on a pilot basis. Your reaction and feedback will be utilized to revise and, hopefully, improve the program for next year. Please assist us by completing the following:

- By the end of September:

  1. review the objectives and rationale for each objective.
  2. list your target date of completion for each objective.
  3. indicate special activities planned, e.g., speakers, Career Day, etc.
  4. submit your career guidance class schedule to Mr. Berger. (It is anticipated that the activities will require two periods per day with groups of students. Your schedule should reflect this involvement.)

By the end of the year:

  5. complete the rest of this form, and submit it to Mr. Berger's office.

12TH GRADE OBJECTIVES	TARGET DATE	DATE ACCOM.	PROBLEMS (continue in back)
6A. The students will evaluate the services of the guidance department by identifying their contacts with guidance throughout the school year.			
6B. Each student will review Career Planner and complete senior interview card to determine additional acquisition of skills necessary for graduation, post secondary employment and/or education.			
6C. Students will examine role changes and indicate how they affect life styles in society and jobs.			
6D. Students will identify and use materials available to assist them in their career planning.			
6E. Student will identify procedures, and list the steps necessary to secure employment.			

Syracuse City Schools

B S2 24

CAREER PREPARATION SEQUENCE CHART

GRADE 7	COMPLETED
Summary Sheet	
GRADE 8	
Career Planner Card	
GRADE 9	
Guidance Awareness Survey	
Evaluation to be completed in June	
Career Planner Update	
Requirement for Graduation	
High School Education	
Blank Transcript	
Personal Assessment	
Work Values	
Solve Problems	
Work Force	
Occupational Clusters	
Job Listing	
Occupational Outlook II	
Job Application	
Interview	
Situations	
GRADE 10	
Guidance Awareness Survey (new)	
Evaluation to be completed in June	
Career Choice Traps	
Career Development	
Career Planner Update	
Work Values	
Stereotyping and Media	
Sex-biased--Fair words	
Guidance Information Service (GIS)	
Inside Myself	
Interview	

GRADE 11	COMPLETED
Guidance Awareness Survey (new)	
Evaluation	
Career Planner Update	
Comparison	
Professional Ethics	
Value Survey	
It's Your Choice	
Guidance Information Service (GIS)	
Starting Out	
Post Secondary Planning Unit	
GRADE 12	
Evaluation to be completed in June	
Senior Interview	
Program Review	
Pay Equality	
Career Planner Worksheet	
Guidance Information Service (GIS)	
Employment Service	
The Interview	
Letters of Inquiry	
Applications	
WORK EXPERIENCE (Job/Work Study/etc.)	

WESTHILL SENIOR HIGH SCHOOL
Counseling and Guidance Center

Description of
THE STUDENT SEQUENTIAL GUIDANCE PROFILE

The Student Sequential Guidance Profile (SSGP) is a record of various sequential educational and career activities that students account for during their ninth through twelfth grade attendance at Westhill High School. Activities listed on the profile are patterned in a sequencial order so as to present the student with an educational and career basis upon which he can gain later on-the-job experience.

Students completing all of the exercises or requirements listed on the profile sheet should be better prepared to gain a comprehensive understanding of the sometimes complex world of work and how to systematically prepare for the day they will seek employment and/or continue with their educational plans.

WESTHILL SENIOR HIGH SCHOOL
Counseling and Guidance Center

NAME _____
Last First

STUDENT SEQUENTIAL GUIDANCE PROFILE
Grade 9 Activities

1. Orientation to Permanent Record Card (transcript), high school average, honors and activities, rank in class emphasized..... _____

2. Orientation to the Counseling Resource Center. (Specific items covered on objectives sheet) - 1 session ..... _____

3. Program planning for 10th grade

   Session A. Classroom orientation (booklets, code sheets,etc.) _____

   Session B. Coding sheet for courses ..... _____

4. Lorge Thorndike administered ..... _____

5. Student can locate three occupations that are in the Occupational Education Kit (OEK) using the OEK index..... 1. _____ 2. _____ 3. _____

6. Student can show how to use a cassette tape player and use a career interview tape..... _____

7. Ability to use the Occupational Outlook Handbook and the Encyclopedia of Careers can be demonstrated by the student ..... _____

8. Counselor demonstrates the use of the Singer-Graflex Sound Filmstrip machine and student can show how to use it ..... _____

9. Student completes the Self-Directed Search ..... _____

10. Student is shown how to send for additional career information _____

11. Student will take Career Survey ..... _____

12. Career values, decision making program ..... _____

13. Guidance Information System orientation ..... _____

14. Participate in Study Skills Program..... _____

15. Attended Career Post..... _____

R/8-82

WESTHILL SENIOR HIGH SCHOOL
Counseling and Guidance Center

NAME _____
Last First

STUDENT SEQUENTIAL GUIDANCE PROFILE
Grade 10 Activities

1. Copy of academic Student Status Sheet given to each student..... _____

2. Orientation to Permanent Record Card (transcript), high school average, honors and activities, rank in class emphasized..... _____

3. Orientation to National Educational Development Test..... _____

4. Orientation to CEEB Achievement Test (optional) - orientation in Biology classes..... _____

5. Program planning for 11th grade
   A. Session A..... _____
   B. Session B..... _____

6. Student has taken:
   A. NEDT Program..... _____
   B. CEEB Achievement Tests (Biology Regents Level only)..... _____

7. BOCES Occupational Education Visitation..... _____

8. The student demonstrates how to use the American Trade School Directory after instruction from the counselor..... _____

9. Student views Career/Decision Making Film..... _____

10. Ability to use the Occupational Outlook Handbook and the Encyclopedia of Careers ..... _____

11. Student will take the Career Survey ..... _____

12. Student can locate three other sources of career information and explain how to use them..... 1. _____ 2. _____ 3. _____

13. Participate in the decision making program - "After High School - What?" _____

14. Orientation to the Guidance Information System (GIS)..... _____

15. Student has:
   A. attended County College Night at Marcellus..... _____
   B. listened to Career Speaker on _____..... _____

16. Attended Career Post..... _____

R/8-82

B S3 25

WESTHILL SENIOR HIGH SCHOOL
Counseling and Guidance Center

NAME_____
Last First

STUDENT SEQUENTIAL GUIDANCE PROFILE
Grade 11 Activities

1. Orientated to PSAT, other test dates, plans for junior year, college admissions process etc. - (fall).....
2. Has taken PSAT/NMSQT.....
3. Has seen filmstrip-cassette "How to Explore the Fascinating World of Work".....
4. Has taken Kuder Occupational Preference Inventory.....
5. Attended County College Night at Marcellus.....
6. Career speakers.....
7. Career Planning Workshop (includes workbook).....
8. Attended Military Career Day.....
9. Orientation to SAT, ACT, CEEB Achievements, class rank, teachers' evaluation sheets, activity sheet. Large groups - spring.....
10. Program (schedule) planning orientation.....
11. Program (schedule) planning.....
12. Attended videotape presentation on "Taking the SAT".....
13. Career Survey .....
14. Junior Parent/Student Conference (planning for post high school)
15. College admissions representatives.....
16. Parent/student orientation to educational opportunities.....
17. Attended ROTC/Military Academy Night Program.....
18. Intensive On-Site Career Confirmation Program.....
19. Regents Competency Test - for students not passing English 11R and one math regents. Reading_____Math_____Writing_____..
20. Guidance Information System (practical application).....
21. Career Training Experience
    A. B.O.C.E.S. .....
    B. C.O.O.P. Work Program.....
    C. Business Employment Experience.....
    D. Career Post.....
    E. Jr. Achievement.....

R/8-82

B S3 25

WESTHILL SENIOR HIGH SCHOOL
Counseling and Guidance Center

NAME_____
Last First

STUDENT SEQUENTIAL GUIDANCE PROFILE
Grade 12 Activities

1. Fall Orientation

   A. Session 1 (SAT, ACT, activity calendar, senior checklist, Activity Sheet, College application process).....

   B. Session 2 (Regents Scholarship, review college process).....

   C. Guidance Information System (practical application).....

2. Higher education representatives - 2 & 4 year colleges, business schools, nursing schools and trade schools

   A. Session 1 .....

   B. Session 2 .....

3. Visit: College Campus.....

   Industry/Business.....

4. Attended County College Night at Marcellus.....

5. Career speakers

   A. Speaker 1 .....

   B. Speaker 2 .....

6. Attend Military Career Day .....

7. Career Training Experience:

   A. B.O.C.E.S. (Occupational Education).....
   B. C.O.O.P. Work Program.....
   C. General Work Experience.....
   D. Business Employment Experience.....
   E. Career Post.....
   F. Jr. Achievement.....

8. Interviewing and resume writing orientation.....

9. Guidance Information System orientation for new students.....

10. Summary Interview - final student post-high school plans.....

R/8-82

FAMILY COUNSELING TECHNIQUES

GENOGRAM

A genogram is a structural framework which enables the counselor to diagram in simple terms the general information (names, dates, ages, etc.) and more detailed information (cross generational patterns, trends, etc.) about a family. It is a pictorial history of the on-going life in a family in concrete and easily understood terms.

The genogram is a joint effort of the family and counselor. Information and understanding gleaned from it are shared with the family in the light of present functioning.

Facts to be recorded on Genogram:

1. First names, nick-names, and family titles (prince, family diplomat...) for each person.

2. Ages and dates of birth, deaths, severe illnesses, marriages, separations, divorces, rites of passage (e.g., opening new residence, promotions, graduation...)

3. Physical locations.

4. Frequency of contact between various members of the extended family.

5. Type or types of contact (e.g. mail, telephone, audio cassette,

visits...)

6. Primary representational system of each person.

7. Closest relationship on each generational level.

8. Most distant relationship on each generational level.

9. Place siblings in order with the oldest on the left.

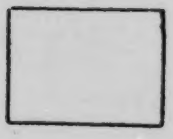
10. Characteristics of the relationships you form with each person on the genogram (e.g., I never met them, we hear about each other from..) for each person.

11. Emotional cut-offs; what was the event? When did it happen?

Generational Situational Influences

12. Ethnicity and ethnic presentation of each nuclear family household.

SYMBOLS



MALE

FEMALE

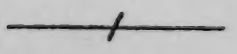
MARRIAGE RELATIONSHIP

PARENT-CHILD RELATIONSHIP

DEATH

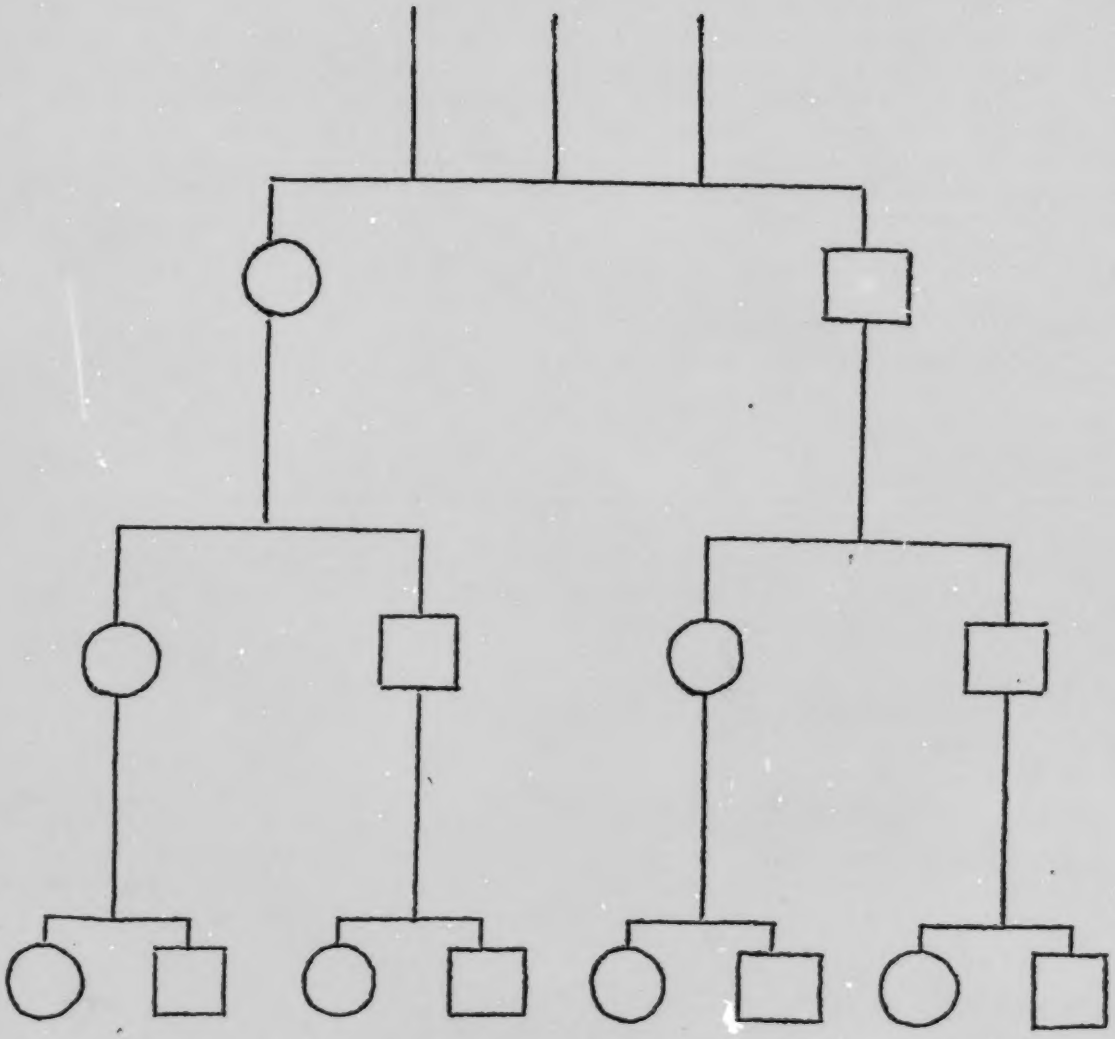
DIVORCE

ADOPTED CHILD



SEPARATION

BASIC GENOGRAM



Basic Genogram

OUTSTANDING PROBLEMS WHEN COUNSELING STUDENTS WITH LEARNING PROBLEMS

1. Lack of Trust - fear of closeness - Many of these clients have difficulty in establishing positive relationships with adults because of the dissatisfaction they have had in relation to the most significant adults in their early lives. It often takes persistent and skillfully guided interpersonal contacts with a patient counselor to pass the tests those students will give before they will allow themselves to trust.

2. Hopelessness - Low Self-Esteen - Often the result of chronic family conflict and denigration by family members of the client. Parents of these clients often suffer from low self-esteem themselves and can't believe that what they have brought into the world - a part of them, is worthy and has potential. The adolescent with low self-esteem doesn't really believe things can be better and cannot take the risks needed to achieve - the risk of failure. Success is also seen as dangerous (perhaps unconsciously) because it leads to probability of growing away from parents and the home which the low self-esteem client sees as necessary to survival, especially for someone worthless.

3. Hostility - Many adolescents from the culture of poverty express hostility toward adults in a variety of ways that influence the counseling situation.

a) Openly Angry - this is more prevalent in a classroom or group situation than one to one.

b) Passively
   1. acquiescence
   2. silence

The anger is often displaced. Originally intended for more significant adults it is now displaced onto those identified as school authorities, hence it is symbolic rather than real anger.

A COUNSELING STRUCTURE FOR REMEDIATION COUNSELING

It is useful for the helping person to have a framework within which to conduct counseling. In this remediation-counseling program, we have chosen William Glasser's approach (REALITY THERAPY) because it has been applied with low achieving problem learners who were labeled failures and because it provides a reasonably simple step by step procedure for the helper to follow. The Glasser method is consonant with sound counseling practices generally and does not require a radical alteration of previous counseling practices.

The model begins with:

1) Involvement - The counselor must get involved with clients first. By this Glasser means what others refer to as establishing a relationship. This may be the most difficult step of all. The client must experience your a) caring, b) warmth, and c) believe in his/her potentiality. The counselor must show genuine interest in the client.

2) Value Judgement - The counselor engages the client in making a judgment about what is important in his/her life.

3) Plan to do something to reach important goals. The goal should be specific, short term, realizable and mutually agreed upon (the contract).

4) Here and now - Counselor stays with the present and deals with "what" the client is doing rather than "why" it is being done. The counselor tries to help the client see what is self-defeating vs. what is self-benefitting about a piece of behavior.

5) Committment - The client is asked to make a committment toward responsible behavior - that is a specific behavior to be added or subtracted from the client's repertoire conducive toward reaching the goals and values which are important to the client. It may be a small piece of behavior that the client says he wants to change, e.g., coming on time to school or class for one week. The important thing is that this is the client's committment (contract), not the counselors.

6) Follow-up of Committment - If and when the client does not successfully follow through on the contract, no excuse should be accepted. The counselor can be non-accepting of the excuses without being punitive.

OVERALL THEME: UNDERSTANDING AND CLARIFYING THE GROUP PROCESS

1ST SESSION

ISSUES - 1) How does a group function?

2) How will I function?

3) Relating to each other.

Discuss - Raise issue of what group does, themes they are interested in, group rules. (theme centered interaction)

Activities - Exercises

I Name game

II Put on large white card in any order - in any design

a. the name of your best friend in elementary school

b. the name of your favorite teacher in elementary school

c. the place you had the best time you ever had

d. the name of the first boy/girl you ever liked alot

e. the place that you came closest to death

f. the most spiritual experience you ever had

III a. Make a map-diagram of the apartment in which you lived when you were six.

b. Note rooms that you had best time in .

c. Form dyad-share (optional).

d. Process as whole group.

IV On back of diagram card list any concerns individual student has. Assist students by placing following categories on board or large card:

SCHOOL HOME SELF FUTURE

Ask them to list at least one concern in any category. Make a list of all possible themes as written. Use group consensus to select a number of themes that are acceptable to members. These preselected themes are now the agenda for future sessions. Group is helped to select one theme for next session.

V Leave five minutes at end of session for a go round the circle. Students respond to "any thoughts, feelings or reactions" to session just completed.

Since the model for these groups is a theme centered learning one, the students should be aware that some piece of learning, either cognitive or affective, should be taking place each session.

Name _____ Class _____ Room _____

Teacher _____ Date _____ School _____

Please indicate the positive guidance steps you have taken. Attach this form to the anecdotal record.

Check	Steps That Were Taken		Date
1. _____	Spoke to child privately		_____
2. _____	Used praise and commendation		_____
3. _____	Gave individualized work which was adjusted to ability of child		_____
4. _____	Displayed some of the child's work		_____
5. _____	Assigned monitorial duties		_____
6. _____	Gave special help in subject areas during free time		_____
7. _____	Utilized special talents of child, e.g. music, art, athletics		_____
8. _____	Changed child's seat		_____
9. _____	Wrote to parent	1st time	_____
		2nd time	_____
10. _____	Spoke to parent	1st time	_____
		2nd time	_____
11. _____	Follow up with parent: e.g. daily conduct and work report placed in child's notebook and daily report noted and signed		
12. _____	Referred to immediate supervisor		_____
13. _____	Other measures taken _____		

Further comments or explanations of any of the above

_____

_____

_____

_____

GENERAL GUIDES FOR PARENT - TEACHER CONFERENCES

1. It is well to arrange for no interruptions during a conference. Nothing is more disturbing to the serious efforts of trying to think through a problem than to be interrupted at a crucial moment.

2. It is easier to build a cooperative relationship if the teacher is not seated behind a desk.

3. The teacher's greeting should be friendly and relaxed. If he is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wished you were not there, or would soon leave.

4. Listen, and then listen some more. The teacher did not invite the parent in to deliver a lecture to him, but to get, as well as to give, help. Encourage the parent to talk, and then listen to what he has to say.

5. Find out how the parent is thinking and feeling about his child. This is important because the teacher cannot understand the child's behavior until he knows the parent attitude.

6. If a parent says he is worried about his child's behavior, follow through. Find out why he is worried. The teacher should not assume that he knows why. He and the parent may not feel the same way about the child.

7. If a parent gives what he thinks is the reason for a child's behavior accept it, and lead the discussion on to the consideration of other possible causes. Behavior is the result of many causative factors, not of one.

8. If a parent suggests a plan of action, accept it if at all possible to do so. It is better for the parent to try it than for the teacher to force one of his own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fials, it is always possible to suggest others that may strike nearer to the root of the difficulty.

9. If the parent cannot suggest reasons for a child's behavior, or plans of action to deal with it, the teacher might suggest alternatives for joint consideration. "This might be a possibility. What do you thank? You know all the facts of the situation better than I do." Or, "We might try this and see what happens. It may take us a while to find the source of the difficulty." Such an approach makes the parent a participator in the final decision for tentative plans, and leads to discussion that helps him to accept the plan as his own.

10. It does not help to argue with a parent. Arguing will arouse resentment and resistance.

11. It is better not to assume that a parent wants help or advice. Such assumption usually brings resistance, because it implies a form of criticism.

12. Most parents cannot be objective about their children. Therefore, do not criticize, either directly or indirectly. Criticism is fatal to the building of a cooperative relationship.

13. Avoid giving direct advice when the parent gives a statement of his problems and then leans back, saying, "Tell me what to do." Let any advice or suggestions grow out of mutual discussion and a growing insight on the part of the parent into the reasons for the behavior.

14. Do not get ahead of the parent in his thinking. In other words, the teacher should try not to push his thinking onto a parent before the parent is ready to see it through a process of discussion and mutual thinking.

15. Try to be aware of sensitive spots, and avoid embarassing the parent by noting facial expressions, gestures, and voice. These all give a clue to the parent's emotions.

16. Be accepting. That is, accept anything the parent tells you without showing surprise or disapproval. If the teacher caqnot do this, he will not get an honest picture of the parent's attitude and feelings.

17. The teacher should be ready to recognize problems that are so difficult as to prevent him from giving sufficient help to the parent. Parents with complex emotional problems should be referred to the consulting psychologist or guidance specialist on the staff, who in turn will refer the individual to a psychiatrist if there is such a need. If there is no one on the school staff to whom the teacher can refer, he should try to have available the names of specialists in the community. In referring, it is easy to say, "I wish I could help you, but I feel you need more help that I can give you. I have the names of two or three consultants if you wish them, or you may know someone yourself."

18. It is helpful to try to close the conference on a constructive, a pleasant, or a forward-going note, such as a plan for future consultation, a definite date for the next conference, a statement of a plan for cooperative action.

SPECIAL TYPES

Among acting out children behavior differs and may even vary from day to day. Some of the behavior tries the staunchest teacher's soul. Because of the tremendous destructiveness of this small group, teachers have often been forced into positions of punitiveness and hostility that resemble the disruptive children's behavior.

We have included some types of acting-out children and have labelled them to simplify things. Not all children fall into the patterns described here. However, if there is a basic modus operandi we hope that the suggested approaches will prove helpful.

Working With Fighters: This is the child who hits other children, pushes on line, trips children, throws objects at them.

- Change his seat to a strategic position, near the teacher or near an understanding child, and away from a possibly provoking situation.
- If he gets into trouble on line, anticipate this by appointing him doorman or line captain.
- Allow this child to release his aggression through acceptable outlets, working with clay, painting, engaging in physical activities.
- Group him, whenever possible, with children who are his equal or better then he physically.
- Make a point to talk to this child at the beginning of the day. Say something complimentary to him.
- Anticipate outbursts of aggression. If you suspect there will be trouble, send him to a supervisor or a neighboring teacher with whom you have made previous arrangements to use him as a helper. Do not use this device after an incident.
- If behavior persists, he may have to enter and leave class before or after classmates do.
- Compliment him if he tries.

Working With Defiant Child: This is the child who flaunts authority, who refuses to conform to class or school rules, who says, "you can't make me!"

- Accept the situation, by not making a scene in front of the class. Do not try to "make" him do what he has refused to do. Make an appropriate comment such as "John, I'm sorry you won't work with the class now." Make plans to talk to child alone.
- Ignore, if possible, the child who does not obey directions immediately, but who you know, will obey in a few minutes. When he does, praise him privately.
- Avoid creating situations. If the class is asked to take out books and a child is slow in complying, do not shout, "Take your book out." He may not be defiant; he may merely be slow.
- Be certain you are not asking the child to do something he cannot do, such as reading above his level.
- Send for the principal or another person to remove the youngster when the act of defiance occurs in a mass situation; lunchroom, basement, etc.
- Have class lessons on rules and reasons for rules.

Working With Restless Child: This is the child who fidgets, is constantly out of his seat, and whose span of attention is very short.

- Accept a certain amount of restlessness as something he cannot control, provided it does not interfere with the activities of the class.

If his restlessness does disturb the class situation, the teacher may do any of the following:

- Anticipate the difficulty by giving him acceptable opportunities to move about;--distribution or collection of materials, erasing the chalkboard.
- Give him 2 short assignments (one at a time) in lieu of the longer one which the class may be doing.
- Call for a class rest period so that he may put his head on the desk.

Make some arrangement with the supervisor or a neighboring teacher for an out-of-room assignment for this child.

. Praise him when he shows effort at concentration on a task.
. Stand near the child, (not in a threatening way,) so that your presence may restrain him.

Working With The Child Who Uses Obscene Language: This is the child who shouts out in anger to other children or to teachers, or who uses obscene exclamations during informal activities.

. Avoid evidence of shock, dismay or anger.
. Do not show personal affront.
. Do not admonish the child by saying, "What did you say?"
. Keep in mind the words themselves may have little meaning to the child.
. If you can pretend that you did not hear the obscenity, ignore the remark.
. If the group knows you have heard the remark, say to the child, "I shall speak to you about this later," and go on with the activity.
. When you speak to the child, try not to be angry. Help him understand that he can achieve his purpose without resorting to obscene language.

Working With The Child Who Has Temper Tantrums: This is the child who screams hysterically, throws himself on the floor, and lashes out at anyone who may come near him.

. Don't touch the child.
. Do not raise your voice.
. Speak softly, but firmly, to the child: "If you need a pencil, I'll give you one."
. If another child is the cause, get the facts and try to solve the problem privately.
. If it is possible to continue class work, change the activity: Change to a quiet lesson--copying from a book, engaging in silent finger play, etc.
. If the situation is acute, isolate the offender by taking the other children to a neighboring room.
. If you are able by some sign to anticipate the tantrum, divert the child's attention by using him for home monitorial assignment, or by some calming remark.

Working With The Class Bully:

. Talk to child, learn more about him.
. Keep him busy.
. Set simple but definite standards of conduct.
. Reprimand him, if necessary, but in private.
. Help him participate in group games.
. Group guidance lessons on bullying may be helpful. Do not use his name.
. Be patient, improvement may be slow.

Working With The Child With Learning Problems in Reading:

- Build on children's interests and experience.
- Use experiences of class as a source of reading materials created by the teacher and/or class. This material might take the form of experience charts, class newspaper, original plays, etc.
- Encourage children to use words from their reader in the composition of their original reading material.
- Keep a file of experience charts, etc. and review the vocabulary and concepts included in them.
- Develop a class library which reflects the varied interests of the class.
- Identify the reading skills which need to be learned and group the children for instruction. Keep in mind that grouping should be flexible.
- Praise the children for any progress shown. Stress the fact that a child may have read the selection almost completely correctly rather than commenting solely on errors made.
- During oral reading correct errors right away but teach the needed skill at a later time.
- Help children keep records of their individual growth in skills.
- Allow children to read aloud to each other and work on their reading assignments together from time to time, to build up their confidence and reduce anxiety.
- Tape record the oral reading lessons from time to time. When children hear themselves they often may recognize the need for better pronunciation and more careful reading.
- Repetition for reinforcement is extremely important. Make it fun by developing word games and puzzles which children enjoy.
- Provide opportunities for children to express their feelings about reading experience in order that:
  - misconceptions which hinder reading progress may be corrected, and
  - children may relate their own like experiences to those they have read about.
- Be aware of the different reading levels in class.
- Use other media besides written material to teach concepts in subject areas to provide the necessary background for child to understand the reading selection that will ultimately be presented. Materials can be films, filmstrips, records, pictures, diorama, representational materials (in math.), experimental equipment (in science).

BEHAVIOR MODIFICATION - AN APPROACH

The underlying assumption of a behavior modification program is that how one behaves is learned, and can therefore be unlearned, and more satisfying behaviors can be learned to replace the less productive ones.

The acting-out, severely disruptive child is thus seen as having learned that he can get attention - even if it's negative - from his disruptive behavior. He also has become, because of this, largely cut off from learning the patterns of behavior that will bring him positive attention and self-satisfaction.

Behavior modification provides the tools for a usable diagnosis of what the child has learned, what consequences in his world support it, what positive patterns he does have that can be, step-by-step, built on, and what consequences will encourage the new learning. These principles can be equally useful in academic and behavioral learning.

PRINCIPLES

- Behavior is influenced by its consequences.
- Behavior that is rewarded tends to be repeated while behavior that is not rewarded is not likely to be repeated.
- Teacher should deal with a pupil's here-and-now actions; those behaviors that one can see and objectively record.
- The behavior must be defined before it is determined how often it occurs and the consequences of that behavior.
- Behavior is learned and can be unlearned.

A TEACHER'S BEHAVIOR INFLUENCES PUPIL'S BEHAVIOR

- Reinforcement. Teachers influence many of the consequences of their pupils behavior through grades and stars, smiles, frowns, praise, criticism, ignoring and rewarding.

  - Through certain consequences teachers can modify pupil behavior.
  - Each teacher can personalize the approach he uses to coincide with his value system.
  - Positive Reinforcers are smiles, pats, winks, verbal approval, tangible rewards, points and stars, and the appreciation of peers.
  - If a reinforcer increases the strength of the desired behavior it is a positive reinforcer.
  - Keeping individual differences effects the kind of reinforcer the teacher uses.

PUNISHING CONSEQUENCES AND NEGATIVE REINFORCEMENT may be used to deal with unproductive behavior. Social disapproval is a potent type of negative reinforcer but its effects vary with different groups.

- Punishment may cut down on misbehavior, but it doesn't necessarily create productive results.
- Punishment may prove to be a positive reinforcer because it may cater to a child's desire for attention, and may make him a hero to his peers.

REINFORCEMENT

- Timing of Reinforcement. The more promptly reinforcement follows an act, the more effective it will be. Feed back and grades received immediately after the completion of work are more effective than those received a week later.

- Shaping. Behavior is made up of many smaller behaviors. The teacher must recognize behaviors that are approximations in the direction of the target behavior. For example, a child who sings loudly can be positively reinforced for humming softly.

- Shaping is a gradual process.

- Satisfaction. Continued reinforcement of the same kind may lose its effectiveness; and another approach may be needed. Only one thing at a time should be changed.

- Schedules of reinforcement. Once behavior has been established, it is more effective to give the reinforcer some times and not all the time. The child should not know when he will receive the reinforcer. This partial or intermittent reinforcement helps the child sustain appropriate responses. Reinforcements might be given a certain percentage of the time or after a certain number of correct responses, or after a particular time period of good behavior.

EXTINCTION. In some cases, ignoring unproductive behavior extinguishes it.

PROCEDURES.

- Establish reasonable and ethical goals for this group.

- Make specific, clear and fair rules for the class with consideration for pupil input. Rules can be posted. They should be short and easily memorized. They should be phrased positively. Review the rules at times other than when someone has misbehaved.

- Observe and record behavior
  - Keep an objective record of child's behavior from time of identification until after it has changed.
  - Children should be aware of what needs to be modified.
  - Children can measure their own behavior.
  - Record regularly.
  - Behavior modification chart has baseline period which gives estimate frequency and intensity of the behavior.

REINFORCEMENT PERIOD

- Measure changes in behavior.

- Reversal period occurs when reinforcer is discontinued to determine whether program is effective.

  - Return to reinforcement period to reinstructure productive level of activity.

- Try contingency contracts. Teachers and pupils can work out agreements where the goals are not too difficult to attain and the rewards are not set at too great a distance.

Decrease unproductive behavior.

- Ignoring. This helps eliminate non-productive responses. Behavior that does not threaten the safety of another pupil usually can be ignored.

- Isolation. When behavior cannot be ignored, a child should be isolated without attention. Isolation should be part of the teacher-pupil contract.

- Looking for the positive. Reinforce desirable behavior at once when it substitutes for undesirable behavior.

REMEMBER: First things first

- A reinforcer must have value to the child.
- If the child earns something according to a contract, don't take it back retroactively if he's suddenly disruptive.
- Consistency and clarity are important.
- Give rewards proportionate to difficulty child has in doing what is expected.
- Expect testing - behavior may get worse before it gets better, but stick with it.

GLOSSARY

Behavior: any observable, recordable, action. (A child speaks, stands or writes an answer. The teacher smiles, reprimands or ignores).
Continuous reinforcement: A schedule under which reinforcement always follows a designated response.
Intermittent reinforcement: A schedule under which a reinforcement does not follow each correct response. Some correct answers are followed by praise or other positive reinforcement.
Positive reinforcer: A stimulus which increases the frequency with which a desired response is made. The reinforcing stimulus (praise, attention, reward) is contingent upon occurrence of the desired behavior.
Punishment: An aversive consequence (being kept after school, exclusion from the playground) which decreases the strength of an undesired response.
Reinforcement: Any event or stimulus that follows a response and is valued by the recipient, thereby leading to an increase in the future strength of that response.
Response: A unit of behavior.
Schedule of reinforcement: A planned program of successive reinforcements. Reinforcements may be given whenever desired behavior is omitted or they may be administered intermittently.
Stimulus: Anything to which an individual responds (a pat on the back, or a token). A stimulus may or may not influence behavior. If it does not exert an influence, it does not have reinforcing properties.
Token: An object (a gummed star or a point) that acquires worth because of its trading value.

Copaigue UFSD D E1 46

GREAT NECK ROAD SCHOOL

Copaigue, New York

March 8, 1983

GRADE 3
CAREER AWARENESS
Mini Curriculum Offering

A. COME TO THE CLOWN CIRCUS: Mrs. Becker

In looking at ways people work and play together we will see that human activity consists of dependent and responsible behavior. If it did not, the activity would not have a purpose. We will become more aware that people use their knowledge of self and others when working and playing together. This awareness and knowledge will enable us to plan, organize and control our personal behavior in work and play. For activities to be a success one must manage and plan. To have a winning team what kind of team mate would you pick to play on your team? Do you pick people because of their ability or their attitudes? What happens if people do not consider others in their work and play? Imagine what could happen when someone else is depending on you and you don't do what they are expecting!

B. RESPONSIBILITIES: Mrs. Fleming

In looking at ways people work and play together we will see that people consider their own values, attitudes and opinions when making decisions. Youngsters will be helped to become more aware of their responsibilities and as they grow older their responsibilities, values and opinions change. Responsibilities affect people and they must consider the attitudes of others before they begin to work and play together.

C. ONE SATURDAY MORNING: Mrs. Shmoys

Traveling together on a Highway to Work and Play, we hope as children we can continue to expand our knowledge of self and the workd of work. By looking at the values related to the words responsibility, dependance and cooperation we will grow in our awareness that career development is a life long process which involves compromise between self, the world of work and leisure time activity. We will discover that we are social beings and our understanding of self and our self-awareness arises from social experiences.

How responsible are you? Do people depend on each other? What can happen when people don't do their part? We will learn that each individual child is responsible for his own behavior when working or playing as we Travel Together along the Highway to Work and Play.

GREAT NECK ROAD SCHOOL

Copiague, New York

April 1983

GRADE 4

CAREER AWARENESS
MINI CURRICULUM OFFERING

ADJUSTING TO THE CHANGING WORLD OF WORK AND PLAY

A. Things Change - Interests, Dress, Environment, Technology - Miss Rach

The design of this activity is to help students begin to recognize and identify how new environments change the ways people work and play. At the same time youngsters will be helped to recognize and identify how people stay the same and also change.

B. The Puzzling Pilgrims - A Look at Industrialization - Mrs. Tonge

The focus of this activity is to help students identify ways industrial materials have changed or have stayed the same. It will also enable our students to study the ways industrial changes have affected the way people work and play and spend their leisure time.

C. The Invention of the Wheel - An Important Tool - Mrs. Quatela

Children will be able to take a look at physical characteristics and skills that contribute to success. Attitudes play an important part in success.....school or on the job. First impressions are important but impressions can and do change as we gather more information about the object or person.

MEETING TIMES:

Date and Length of Program

Thursday, April 21st through Friday, April 29th - 30 minutes each day to be determined at teacher's discretion. Children will not regroup for Career Awareness.

GREAT NECK ROAD SCHOOL

Copiague, New York

February 9, 1983

TO: FIFTH GRADE BOYS AND GIRLS
FROM: MISS BENNETT AND MRS. QUATELA
RE: CAREER AWARENESS - GRADE 5

During the interval of February 22nd to March 3rd we will offer two very special programs:

A. The World of Work

There are more than 22,000 ways of earning a living. New ways appear daily, as we continue to explore the Earth, Oceans and Planets. Americans have several choices in a lifetime. We should be happy and successful in our choices. What are the things you enjoy doing? Why do people work? How do they make decisions? What Job Family will you join?

Some of the highlights will be:

1. Mr. Mannon, Guidance Counselor, will visit on February 22nd and talk with us about our talents and the formula for success.

2. Special films will be available for viewing:

   a. Land, Labor and Capital - March 2nd
   b. A Day in the Life of a Two Dollar Bill - February 24th

3. Mr. Paul Eglesky, Manager of the Chemical Bank, will visit on Tuesday, March 1st at 10:15.

4. Depending on the number of available community resource people we hope to be able to plan a Career Day in the spring of the year.

B. Economics - Why Can't I Have Everything I Want?

Are you a producer or a consumer? What happened to the money you put into the bank? What became of the check you received for your birthday? Why do your parents pay taxes? Discover the answers during the <u>economics week</u>.

8th GRADE GROUP GUIDANCE PROGRAM

Session	Time	Description
1	October	IOWA Test & CAT Orientation - Counselors meet with small group of counselees during Science 8 classes Content 1. Review of IOWA procedure 2. Purpose of tests 3. Tips on test taking 4. Predict scores 5. Fill in answer sheet with indentifying information
2	December	Programming Electives for Grade 9 - Counselors take students from Health/Typing/ Language classes on tour of elective classes available to them as ninth graders. Students see elective classes in session. Teachers explain course content.
3	January	Programming for Grade 9 - Counselors meet with small groups of counselees during English classes 1. Explain requirements for graduation 2. Review course offering booklet

8th GRADE DECISION MAKING PROGRAM

During the past three years, the junior high school counselors at Clarke developed and field tested a decision making program for 8th grade students.

Purpose: The purpose of the program is to enable 8th graders to experience self-awareness, value clarification, and learn decision making skills.

Method: A group counseling structure is paramount in achieving success. Group counseling, for the purpose of this paper, is defined as 6 - 10 students working with a qualified counselor for a specific number of sessions to achieve a defined goal.

Each counselor meets with her counselees in a small group once a week for eight sessions.

SESSION ONE:

Objective:
1. To develop a set of ground rules for the group sessions.
2. To experience decision making.
3. To outline the course.
4. To gain insight into oneself and others.

Concept: Through decision making each person becomes aware of his values and the values of others.

Preparation:
1. Review rules of previous group and clarify rules to be developed with each group.
2. Reprint picture of Milo, P. 5, deciding.
3. Prepare a kit of materials
   a. hammer
   b. something to eat
   c. aspirin
   d. textbook
   e. magazine
   f. $2.00
   g. comb
   h. records
   i. yo-yo
   j. football

Developing the Concept:
Rules: Discuss rules with group -- confidentiality
trust
willingness to share
grades, tests, marks, are not part of the course
respect for others opinions
use of the word pass, if you do not want to share
no right or wrong answer

Milo: Distribute Milo's picture to each group member. Brainstorm impressions of Milo. Be sure to accept all comments and emphasize variety of comments.

Kit: Place all objects from kit on the table so all members can see them.
Each member should rank the items in the kit in order of individual need.
Each member should discuss his #1 need and then #10 need. Explain reasons for each decision.
Discuss wants, needs, values, decisions.

Summary: Anonymous
Each student write a sentence
What did I learn about myself
What did I learn about a member of the group

SESSION TWO:

Object: To introduce value clarification as it applies to decision making.

Concept: Decisions are based upon personal values.

Preparation:
1. Distribute Deciding to each person
2. Ask for volunteers to read "To Decide Or Hang Loose", p. 7
3. Upon completion of reading, have students list 5 most important choices and reasons
4. Tally selection of choices and discuss same with largest number of votes
5. Emphasize variety of values
6. There isn't any right or wrong answer

Summary: List 2 values of importance to you
List 2 values expressed by other members which are not important to you. Explain

3. Prepare IOWA Test booklet with tape for each group member
4. Develop definition and explanation of sub test concept
5. Prepare tests

Concept: Standardized tests can help each individual recognize his strengths and weaknesses

Developing the Concept:

1. Announce group will take a test. Be very stern
2. Upon completion of test, have members explain emotional and physical reactions during the test
3. Discuss pacing and reading in test taking
4. Distribute IOWA Prediction Chart. Each member should predict his scores
5. Discuss predictions. How well do you know yourself
6. Explain IOWA Test Profile and test vocabulary
7. Distribute individual tapes and compare with predicted score
8. Consult with each student on predicted score and actual score
9. Emphasize strengths of each person

Summary: Understanding of strengths and weaknesses can lead to more realistic exploration of career possibilities

SESSION FIVE

Objective: To experience using information in decision making and career exploration

Preparation:

1. Prepare a styrofoam raft
2. Prepare one card for each of 15 occupations. Place card on a stick so it can be placed on the raft
3. Read p. 27-30 in Deciding
4. Prepare Information Sheet

Concept: Each person has a limited and biased fund of information about specific careers. Career exploration will lead to accurate information for decision making

Developing the Concept:

1. Situation: There are 15 people on a raft in the Pacific. The raft can provide space for 10 people. To insure the survival of the 10, 5 people must leave the raft. The occupations of these people are:

Doctor	Xray Technician	Teacher
Weatherman	Secretary	Singer
Salesman	Fashion Model	Repairman
Policeman	Football Player	Architect
Mechanic	Electrician	Pilot

2. The basis for selection of the 5 people to leave the raft depends upon the training and skill of each occupation
3. Using this information each group member should select five people
4. Explore occupational stereotypes, biases, and values
5. Place emphasis on the need for accurate information in decision making
6. Brainstorm how information can be gathered in career exploration
   Include:
   a. People to talk to
   b. Things to read
   c. Things to do
   d. Things to think about

SESSION THREE:

Objectives:
1. To develop group trust through a self-awareness experience
2. To openly declare a value
3. To validate a stated value with others in the group

Concept: Values are personal to each individual, however, when group trust exists, individuals will declare their values.

Preparation: Value Set 1. Ditto a set of values prepared by students and distribute one set to each student. Cut value set into strips
2. Prepare a set of large value cards to be placed around the room

Or Fire Game
3. Prepare boxes for fire game

Developing the Concept: Value Set Activity
1. Distribute value sets to each member
2. Have members shift slips and arrange them into a list from 1-14
3. While members are arranging slips, place large value cards around the room
4. When ranking is completed, have students move to a value card
5. Since students will be grouped with others with similar values, discuss reasons for selecting #1. Repeat process using value ranked last.
6. Discuss feelings resulting from openly discussing personal values with a group

Or Fire Game Activity: You are walking home from school. As you get closer to your home you see smoke and some flames. You know no one is home, and you do not have any pets, but there is one material item that is important to you and you must save it. What is the one item you would save.
1. Write what you would save on a piece of paper. Fold it and place in the box, do not write your name on the paper. Each student should select a paper from the box. Then discuss which group member you feel would save the item.
2. Repeat # 1, only write what you would destroy

Feedback Form: Distribute form and have students fill in form and return

Summary: Anonymous
If you move away, write in a 10-word sentence what you would want others to remember about you

SESSION FOUR:

Objective:
1. To develop awareness of mental achievement as experienced on standardized tests
2. To experience test taking and develop skill in taking tests

Preparation: 1 Ditto chart for prediction of IOWA Test scores
2. Develop list of vocabulary words
a. percentile
b. 50%ile
c. grade equivalent score
d. 99%ile

7. Distribute and fill in information sheet

Summary: Before arriving at a decision, assess present information, then expand upon that information by further exploration. Discuss trips to vocational, technical, art and business classrooms at Clarke

SESSION SIX & SEVEN

Objective: To explore electives at Clarke in order to gather career information necessary for decision making.

Preparation:
1. Arrange with department chairperson and teachers to visit classes for 2 sessions
2. Review purpose of trips with each group
3. Review information to be covered during class visits

Concept: Consider all sources of information and alternatives before reaching a decision

Developing the Concept:

1. The following classes will be visited: Art
   Home Economics
   Business

Language	-	Regents & Conversation
Vocational	-	Auto Mechanics
		Radio & Electronics
		Practical Nursing
		Beauty Culture
		Dress Design
Technical	-	Electrical
		Mechanical
		Architecture

2. Discuss:
   job setting
   machines
   noise
   salary
   hours
   possible careers

Summary: Accurate career information can be obtained through class visits

SESSION EIGHT

Objective: To summarize and evaluate the decision making program

Preparation: Review material covered in the eight weeks of decision making

Concept: When trust exists, a group can openly evaluate each member's participation in the program

Career Education Program
Grade 9
OUTLINE

1. **General introduction of careers** — social studies - second week of October.
   Teachers will initiate the career program with an introduction of the fifteen career clusters by using the filmstrip/cassette "Livelyhoods - Introduction."

2. **Presentation and discussion of vocabulary words relevant to careers** — team approach or one academic teacher - same time period as #1.

3. **Administration of VIESA** — team - PSAT testing date.
   Teachers will show and discuss the filmstrip "How to Explore the Fascinating World of Work".
   Teachers will administer VIESA to all students. This will enable students to assess their interests, skills, and activities and relate them to different kinds of jobs.

4. **Lifestyle Evaluation** from "Fascinating World of Work" - English and science - late October or early November.
   In English class the concept and meaning of the values will be discussed.
   In science class students will assign personal points (0 to 10) to each of the nine values. Students will be made aware of how rewards and satisfactions differ with jobs.
   The science class will come to the Career Education Center to become acquainted with materials (vertical files, books, reference books, career boxes, filmstrip/cassettes, video-tapes, and GIS).
   Students will watch a filmstrip/cassette relating to a career of their interest and compare career points to their personal points.

5. **Process for Career Research** —English - completed by February.
   Social studies teachers may want to be involved in teaching research skills. These activities continue to stress job qualities and values. Students are learning an investigative process and increase their knowledge of a particular career by investigating: what a person does, duties performed and a general job description.
   Teachers will show and discuss the filmstrip/cassette, "Why Work at All".
   Students will complete "Why Work at All" worksheet adapted from the filmstrip.
   Students will interview one person and complete related worksheet. Students will share information from interviews with group.
   Students will complete "Self Awareness" worksheet. Discussion will follow in class.
   Students will complete research assignments in the Career Education Center.
   Sutdents will complete career research writing assignments in English class.

6. **Economic Awareness** — mathematics - same time period as #5.
   Mathematics teachers will discuss economic considerations in choosing a career by using the information on the "Needs and Desires Chart"
   Students will compute the missing information on the "Beginning Average Salaries" sheet.
   Students will compute the amount of money expended for items on the "Budget Sheet".

7. **Career Fair** - team - March.

8. **Individual Conference** — guidance - February-March.
   Student/parent/counselor will meet to discuss and return the VIESA and to plan a program for grades 10-12.

HAMPTON BAYS JR.-SR. HIGH SCHOOL

GUIDANCE DEPARTMENT

CAREER DEVELOPMENT CURRICULUM

GRADES 7 - 10

I. Introduction

The Hampton Bays Jr.-Sr. High School Guidance Department annually conducts a program of career education with students in grades 7, 8, 9 and 10. This formal program was begun during the 1980-81 school year. The Guidance Counselors carry out planned activities within the classroom setting designed to accomplish specific objectives. We are assisted by the English and Social Studies instructors (as applicable) in carrying out these activities. The methods employed to teach the skills and attitudes necessary for effective career decision making have been chosen from a variety of programs and materials utilized by other school districts in Suffolk County.

The broad goals of the career education program are as follows:

1. To aid pupils in understanding the relationship between interests, aptitudes and values as they relate to career choice.

2. To measure each student's aptitudes and to inform that student and his/her family of those aptitudes.

3. To aid pupils in learning how and where to obtain the information necessary for informed career decision making.

4. To aid pupils in understanding the significance of determining "employment outlook" before embarking on a career plan.

5. To aid pupils in recognizing the importance of career as it affects one's life.

6. To maintain a separate, progressive "career folder" on each student.

II. The program at each grade level is designed for the maturity level of that age and is intended to be cumulative in effect.

A. 7th Grade - 1 week of classroom instruction by the guidance counselor with the support of the classroom teacher, through the English Department. Major focus on interests and study habits:

1. Objectives for 7th grade:

a. To understand why people work.
b. To become aware of our own study habits and to make modifications in those study habits that will be helpful for success in school
c. To understand what interests and abilities are and to begin to identify some of their own.
d. To gain foundation for understanding a career as a "lifestyle", taking into consideration values, abilities, and interests.

e. To become familiar with resources available for career decision making, i.e. Occupational Outlook Handbook, Dictionary of Occupational Titles.

2. Materials used in 7th grade are:

a. COPS - Interest inventory
b. Self Assessment of Study Habits
c. Selections from workbook "written Comprehensive Career Plan" (SED)
d. Movie - Break and Butterflies - "School & Jobs" relates school work to job qualifications.
e. Job clusters.

3. Evaluation in 7th grade consists of having students complete the self test on study habits. Students are also required to write an essay on how their interests reflect their career choice. A grade for English class is given for the completed assignment and class participation.

B. 8th Grade - 1 week of classroom instruction. Major focus on values.

1. Objectives for 8th grade are:

a. Students will begin to formulate a career plan by answering these questions: Where am I now? Where am I going? How will I get there?

b. Students should increase their own personal awareness (How you see yourself should be reflected in your career.).

c. Students will continue their use of the Occupational Outlook Handbook to acquire basic information about their chosen occupation.

2. Materials used in 8th grade:

a. COPES - Test for Values.
b. Occupational Outlook Handbook.
c. Hand outs - Relative importance of decisions, Life Career Plan model and outline.

3. Evaluation of Student attaining desired outcomes:

a. Student completes a "collage" that is in two parts and to be used as folder for career book. The front part answers "Who Am I" - The inside depicts "Where Am I Going?" - to include lifestyle as well as career.

b. Student completes a "life-line" showing where he/she is now and the steps involved in attaining one's goal.

c. Students complete a written career report which is graded and calculated into his/her social studies average. The Occupational Outlook Handbook must be used as the reference with the following questions answered:

1. nature of work
2. education and training required
3. high school subjects needed to enter this area
4. job outlook or employment trends for the '80's
5. average earnings--weekly/yearly
6. how my values fit into my chosen occupation
7. requirements for entry into this occupation
8. opportunities for advancement

d. Evaluation test used to determine what is learned.

e. Honors students are required to interview someone in the career they have chosen. Interview techniques are covered in this class as well.

f. Evaluation form given to youngsters for input.

C. 9th Grade - Focus on Aptitudes - individual parent/child conference. One day classroom visit by counselor to prepare students for upcoming D.A.T. examination. D.A.T. takes two 1/2 day sessions of testing. Results mailed home within one month with letter urging parents to call for conference.

1. Objectives for 9th grade are:

a. to make student and family aware of the child's aptitudes in several important areas through conferences.

b. to involve the parents with the child in decision making regarding educational planning.

c. to translate aptitude scores into tentative career choices and to consider the long range high school program.

2. Materials:

a. D.A.T. and Careet Planning Program taken by all 9th graders.

b. Results mailed home and parent invited for conference.

D. 10th Grade: 1 week classroom instruction by the guidance counselor with the support of the classroom teacher (Social Studies).

1. Objectives for 10th grade are:

a. Student should begin to synthesize his own interests, values and aptitudes into one or more career choices.

b. Student should be able to identify the educational requirements for entry into that career field.

c. Students should be able to identify the "employment outlook" for the occupations in which he/she is interested.

d. Students should be able to "prioritize" their own work related values.

e. Students should be familiar with the available B.O.C.E.S. vocational programs and they should be able to determine if their needs can be met through such a program of studies.

2. Materials used in 10th grade:

a. Harrington O'Shea Career Decision Making System.

b. Filmstrip "Careers for the 1980's.

c. Occupational Outlook Handbook.

d. B.O.C.E.S. Assembly and Field Trips.

e. Long Island Regional Career Planning Guide.

3. Evaluation:

a. Written Career Report (graded)

b. Oral report to classmates about chosen career.

TIPS TO FINDING A JOB

I. Identify your strengths.

A. All work experience (Baby-sitting, delivering newspapers, mowing the neighbors lawn, and work for which you did not get paid, such as feeding a neighbor's dog when they were away)

B. Positive feedback (Good things people have said about you, or about the work you've done for them.)

C. School courses that are work-related (Typing, cooking)

D. Hobbies that may lead to jobs (Gardening, repairing cars, photography, crafts)

II. Know the labor laws.

A. Working Papers

B. Social Security numbers

C. Minimum wage

III. Begin your Job Search

A. Applications

B. References

C. Your own network

D. Other Sources
(Yellow pages, newspaper ads)

IV. List of possible places of employment from Guidance Office

V. Prepare for the Interview

A. Know the exact place and time of the interview. Write it down.

B. Know the interviewer's name and find out how to pronounce it if it looks difficult.

V. Prepare for the Interview, cont.

C. Bring a pen that writes and have some paper with you.

D. Plan to arrive a few minutes early.

E. Be neat and clean.

VI. Make a Good Impression

A. Always go alone.

B. Make your application neat and complete.

C. Don't chew gum or smoke.

D. Look the interviewer in the eye, be alert and look interested -- and remember to smile frequently.

E. Be prepared for a few personal questions.

VII. How to Keep Your Job

A. Be on time.

B. Be responsible.

C. Stick to the schedule -- Do what you've been hired to do, when you're supposed to.

D. Follow directions and ask questions if you don't understand something.

E. Be friendly and helpful.

F. Remember -- Business comes first.

G. Keep yourself busy.

H. Take criticism wisely.

I. Leave your personal problems at home.

J. Get along with others.

K. Take pride in your work.

L. Don't argue with your boss.

M. Be honest.

DON'T BE TOO CHOOSEY!!! This is a part-time job which will give you experience for the future.

BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE
362 Schermerhorn Street, Brooklyn, N.Y. 11217
Room 103

LESSON: Learning About Careers-The Cluster Concept

AIM: To help students to understand that careers can be grouped in clusters. To help students to explore the various career clusters in order to better understand the way in which jobs can be grouped. To help students to learn about the many different types of materials which provide career information.

MOTIVATION: Ask the class to answer the following questions:

1. How many players are on a football team offensive unit? Defensive unit? Name the positions for each unit. Elicit answers and write them on blackboard. Ask about the specific functions each player performs. What are the skills needed?

   Lead the class to understand that just as teams have subdivisions of speciality requiring special skills, so is the concept of career divided into categories and subgroups.

ACTIVITIES: Distribute worksheet What Do You Like To Do The Most? to the class. Discuss each of the interest categories. Explain that using interests is one of many ways to categorize the world of work. Ask the class to do the exercise at the bottom of the page. Elicit reasons why students selected specific categories. Relate this to reasons why people work (see previous lesson).

Hand out worksheet Jobs in Eight Fields. Have students review their 3 choices on the first worksheet and then identify the jobs within those categories which might interest them. Have them circle those jobs on the worksheet. Elicit answers from volunteers. Ask: How does this compare with your previous choices on other inventories and surveys? Review student understandings as to the specific skills needed for the jobs they have selected.

POINTS TO BE STRESSED: The more interested you are in something, the more successful you will probably be in it. Selection of a job of interest to you can be easier if the jobs are thought of in clusters related to specific skills needed for that area of work. Interest and ability must both be considered before selecting a career. There are many types of jobs to choose from in each cluster of jobs. The skills needed will vary from job to job within each cluster.

HOMEWORK: Pass out worksheet Types of Materials-Occupations. Ask students to review list describing the various types of materials one can use to get career information. Ask them to prepare for a formal quiz the next day. Give test at the next session. Then spend one or more sessions reviewing these types of materials in class. Coordinate a class visit to the library to review where they are located and how to find them.

WORKSHEET: Learning About Career-The Cluster Concept

WHAT DO YOU LIKE TO DO THE MOST?

The more interested you are in something, the more successful you will probably be in it.

The WORLD OF WORK can be divided into the following interest categories:

LITERARY WORK	People interested in literary work like to read. write. and teach.
SCIENTIFIC WORK	People interested in scientific work like to solve problems or invent things.
MECHANICAL WORK	People interested in mechanical work like to use machines and tools and fix things.
CLERICAL WORK	People interested in clerical work like details, accuracy, and working indoors.
PERSUASIVE WORK	People interested in persuasive work like to deal with others and sell them ideas and products.
OUTDOOR WORK	People who like to work outdoors usually do well as farmers, foresters, construction workers and so on.
SOCIAL SERVICES WORK	People interested in social service work enjoy helping others.
ARTISTIC WORK	People interested in artistic work like to create things with their hands using design colors and materials.

Check your major interests (one to three areas) and then review the next worksheet to see what kinds of jobs are available to you.

CHECK THE THREE YOU ARE INTERESTED IN THE MOST.

_____ 1. Literary work

_____ 2. Scientific work

_____ 3. Mechanical work

_____ 4. Clerical work

_____ 5. Persuasive work

_____ 6. Outdoor work

_____ 7. Social Service work

_____ 8. Artistic work

WORKSHEET: JOBS IN EIGHT FIELDS

DIRECTIONS: Find the clusters you chose. Circle the jobs you like.

IF YOU LIKE	YOU MIGHT LIKE TO BE A
LITERARY WORK	newspaper reporter, magazine writer, author, advertising writer, librarian, teacher, editor, proofreader, news broadcaster.
SCIENTIFIC WORK	doctor, laboratory technician, dietician, engineer, electronics technician, chemist, dentist, pharmacist, biologist, physicist, space scientist, draftsman, bacteriologist.
MECHANICAL WORK	heavy-machinery operator, auto mechanic, airplane maintenance or repairperson, TV or radio repairperson, small appliance repairperson, telephone installer, air-conditioner installer, locksmith, machinist, airline pilot, electrician, truck driver, plumber.
CLERICAL WORK	office clerk, secretary, bookkeeper, computer operator, order-fulfillment clerk, office manager, file clerk, post-office clerk, accountant, bank teller, typist, hotel clerk, switchboard operator, tabulating machine operator, office messenger, stock clerk, ticket agent.
PERSUASIVE WORK	salesclerk, car or insurance salesperson, lawyer, politician, union leader, door-to-door salesperson, employment manager, lecturer, travel agent.
OUTDOOR WORK	house painter, bricklayer, carpenter, telephone lineman, construction worker, farmer, forester, gardener, sports instructor, pro athlete, gas-station attendant, recreation director.
SOCIAL SERVICE WORK	nurse, nurse's aide, YMCA worker, tutor, vocational counselor, religious leader, social worker, physical therapist, orderly, home economist, practical nurse.
ARTISTIC WORK	artist, photographer, musician, actor/actress, designer, model, dancer, interior decorator, hair stylist, architect.

LESSON: Follow Your Dreams - Plan Your Future! Initiation of Unit On Decision -Making

AIM: To assist students to understand that dreams have meaning in life. To assist students toward more realistic career planning so that their dreams can be realized.

MOTIVATION: Introduce the question: Have you ever had a dream? What kinds of dreams are there? Elicit answers. Ask: When Martin Luther King said, "I have a dream," what did he mean? What kind of dream was he talking about? Discuss how dreams can motivate people. Ask: What would you want if you could have anything in the world? Elicit answers.

ACTIVITIES: Introduce poem by Langston Hughes. Give out on work sheet.

Hold fast to dreams,
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Ask: With what two things does the poet compare life without dreams? Can you think of any other ways to compare life without dreams? Whose dream did you like? Was it really an impossible dream or is it possible that it can come true? Why? Why not? Is there anything you can do to make a dream of yours come true? How can this be done? Elicit ideas on how one can help make dreams come true. Develop concept that careful planning can help.

Ask if anyone can think of a song about dreams. (Mr. Sandman, Bring Me a Dream; The Impossible Dream, etc.) What are these songs really saying? Reinforce understanding that we all have dreams which have meaning for us.

HOMEWORK: Write a composition about your favorite dream. Compose a poem about dreams. Write an essay about the difference between dreams and day-dreams. Research other poems about dreams. Bring them in for the class to discuss. (Extra credit.)

BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE
362 Schermerhorn Street, Brooklyn, N.Y. 11217
Room 103

LESSON: Brainstorming - Solving Problems Another Way

OBJECTIVES: To help students to think in more creative ways. To help students to learn how to work together in groups in order to better solve problems. To help students to learn that examination of alternatives often helps in the decision-making process.

MOTIVATION: Inform class that one way of solving problems is to brainstorm. Explain that it is a valuable tool in creative problem solving. Explain the rules of brainstorming, e.g.

1. No negative expression or evaluation of any idea presented is permitted.
2. Work for quantity, not quality as the more ideas that are generated, the better.
3. Expanding upon the ideas of others is allowed. Elaborate where possible.
4. Zany, far out ideas are acceptable.
5. Each idea must be recorded, using a key word or phrase.
6. A time limit must be set for each brainstorming session.

As an example, provide a "warmup problem," e.g. You have been stranded on a desert island. Food and water are no problem as there is plenty there. You have only one thing which links you to the civilized world-an empty coke bottle. How many ways can this coke bottle be used? Brainstorm for five minutes. Have a secretary write the ideas on the blackboard. Review the answers.

ACTIVITIES: Divide the class into small groups of 5-6 students each. Have each group select a recorder. Ask them to brainstorm another practice problem e.g. How many ways can one send love to someone far away? Give a four minute time limit. Have each recorder report on the results.

Explain that brainstorming is a good method of finding alternative solutions to problems. Indicate that individuals can bring a problem to the group for solution, e.g. How can I get along better with my brother or sister? This can be a helpful way to find alternative solutions to pressing problems.

Ask each group to brainstorm the problem: How to find out about what career you want to pursue in life. Give the groups 7 minutes to brainstorm the problem. Have each group recorder report to the class the results of this session.

Discuss the realistic possibilities from among those expressed. Have them give reasons for eliminating unrealistic ideas.

POINTS TO BE STRESSED: Problems can often be solved if others are asked to help with ideas. Ideas can be reviewed in terms of the possible alternatives available. Selection of appropriate solutions can be derived from among possible alternatives given.

LESSON: Brainstorming - Solving Problems Another Way

HOMEWORK: Brainstorm with at least one other person one of the following problems: List at least ten ideas for solving the problem. Be prepared to discuss why you selected this problem and how you would solve it utilizing one or more alternative solutions.

Problems: Select one for brainstorming.

1. Ways to spend a summer vacation.
2. Ways to save money.
3. Ways to increase your circle of friends.
4. Ways to make family life more meaningful.
5. Ways to improve your marks in school.
6. Ways to get a part-time job.
7. Ways to avoid getting into trouble.
8. Ways to control your temper.

FOLLOW-UP Use a portion of the next lesson to get reports from several students. After each report, have a class discussion to help that student to enhance the solution of the problem selected.

Adapted from: Deciding, College Entrance Examination Board, Princeton, N.Y., Teachers Guide.

LESSON: Sex Stereotyping in Job Titles

OBJECTIVES:

1. Student will learn how to change sex stereotyped job titles to sex neutral job titles.

MOTIVATION:

Ask: What is sex discrimination? Elicit answer. Ask: How can sex stereotyping lead to sex discrimination? Elicit answers e.g. sexist job titles limit access to specific jobs.

ACTIVITIES:

1. A list of job titles is put on the blackboard. Have students change them to sex neutral or sex fair job titles. Use worksheet as source of titles, e.g. draftsman, seaman, lineman, fireman, postman.

2. Provide a list of sentences (see below). Have students correct the sentences to include sex neutral job titles.

   a) The businessman wore a green suit. (business person, executive)

   b) The policeman helped protect the child of the other policeman. (police officer).

   c) The order book of the salesman was dark brown. (salesperson).

   d) The newsgirl was carrying six newspapers. (news carrier).

   e) The crewman worked on the ship. (crew members).

3. Discuss the importance of using sex neutral job titles.

SUMMARY:

Sex stereotyping of jobs often can lead to sex discrimination. The United States Commission on Civil Rights has examined job titles in government documents and has recommended that all job titles that indicate sex be changed to sex neutral or sex fair job titles. Today we have done the same thing. Today we changed sex stereotyped job titles to sex fair or sex neutral job titles. This new language shows that the government and many other places want people to apply for jobs regardless of their sex. Using sex neutral language helps stop sex stereotyping.

EVALUATION:

Rewrite the following five job titles to sex neutral or sex fair titles: busboy; workman, chairman, newswoman, postwoman.

HOMEWORK: (optional)

Write ten sex neutral job titles.
Bring in a copy of the daily newspaper's want ad section for class review.

JOB TITLES

Sex Stereotyped Titles	(Answers) Sex Fair or Sex Neutral Job Titles
draftsman	drafter*
serviceman	soldier*
crewman	crew member*
midshipman	cadet, midshipperson*
seaman	sailor*
longshoreman	stevedore*
chairman, chairwoman	chairperson
postmaster	postal director*
lineman	line installer*
newsboy, newsgirl	newscarrier*
businessman, businesswoman	businessperson, executive*
master, mistress	captain*
workman	worker*
salesman, saleswoman	salesperson*
watchman	guard*
policeman, policewoman	police officer
fireman	firefighter
postman	mail carrier
waitress, waiter	waiter
actress, actor	actor
stewardess, steward	flight attendant
anchorman	anchor person
newsman, newswoman	reporter
first baseman	first baseperson, player

*Source of Sex Neutral Titles: U.S. Commission on Civil Rights, Sex Bias in the U.S. Code, April 1977.

BRIEF OUTLINE OF GRADE THREE

THE BODY - ITS FRAMEWORK AND MOVEMENT

INTRODUCTORY PHASE

MAKING DUMMIES TO COMPARE TO REAL PERSONS (MOTIVATING THE UNIT)
LEARNING ABOUT THE MARVEL OF MOVEMENT (INTRODUCING THE CONCEPT OF BODY SYSTEMS)
LEARNING ABOUT BODY SYSTEMS IN GENERAL (PREPARING FOR PHASE I)

PHASE I - AWARENESS OF BODY SYSTEMS

STUDYING SIX BODY SYSTEMS UTILIZING LEARNING CENTERS

THE NERVOUS SYSTEM; THE RESPIRATORY SYSTEM; THE CIRCULATORY SYSTEM;
THE DIGESTIVE SYSTEM; THE SKELETAL SYSTEM; THE MUSCULAR SYSTEM

PHASE II - APPRECIATION OF MUSCLES, BONES, AND BODY MOVEMENT

EXPLORING BODY MOBILITY BY EXPRESSING FEELINGS AND EMOTIONS THROUGH MOVEMENT
LEARNING ABOUT THE WAY YOUNG BODIES GROW AND DEVELOP
STUDYING GENERAL SAFETY PRACTICES UTILIZING FIVE STUDY CENTERS

PHASE III - STRUCTURE AND FUNCTION OF MUSCLES AND BONES

LEARNING ABOUT CELLS AND HOW THEY WORK
STUDYING IN DEPTH ABOUT MUSCLES, BONES, AND CELLS IN FIVE STUDY CENTERS
LEARNING ABOUT BONES AND JOINTS
LEARNING MORE ABOUT MUSCLES AND HOW THEY MOVE THE BODY

PHASE IV - PROBLEMS AFFECTING MUSCLES AND BONES

DISCOVERING THAT THE BODY IS A FINELY BALANCED MACHINE
STUDYING ABOUT THE EFFECTS OF SMOKING AND DISEASE ON THE HUMAN BODY
LEARNING HOW POOR POSTURE AND NUTRITION CAN UPSET THE FINELY BALANCED HUMAN MACHINE
LEARNING ABOUT OTHER DISEASES THAT AFFECT THE BONES AND MUSCLES

BRIEF OUTLINE OF GRADE THREE, CONT'D.

PHASE V - BODY CARE AND PREVENTION OF DISEASES AND INJURIES

LEARNING MORE ABOUT GOOD NUTRITION
STUDYING ABOUT THE PROPER USE OF MEDICINE AND DRUGS
LEARNING MORE ABOUT GOOD HEALTH HABITS IN FIVE LEARNING CENTERS
LEARNING ABOUT THE IMPORTANCE OF SLEEP, REST AND EXERCISE
BECOMING ACQUAINTED WITH DIFFERENT KINDS OF HEALTH WORKERS AND SERVICES IN THE COMMUNITY

CULMINATION

ORGANIZING A HEALTH FAIR FOR OTHER PUPILS AND/OR PARENTS
TAKING A FIELD TRIP TO A HOSPITAL OR OTHER HEALTH ORIENTED FACILITY
BRINGING IN SPECIAL RESOURCE PERSONS FROM THE COMMUNITY

Involvement, Recruitment and Orientation of Parent Volunteers

Although the station assistant role can be filled by other school personnel, e.g., nurse, counselor, teacher aide, or by competent fifth and/or sixth grade students, top priority should be given to the recruitment of parents. Involving parents in this capacity serves not only to enhance student learning, but also to foster constructive school-community relationships.

Efforts to recruit parents must begin well in advance. Success requires that several problems be solved: making parents aware that they are wanted and needed as volunteers; overcoming any fears they may have about working with children in a classroom setting; and training them to be effective learning center assistants.

Direct, personal contact with individual parents - via telephone, parent-teacher conferences, or upon chance meetings, for example - probably is the most productive recruiting technique. However, if this just isn't possible, a first effort may be made in writing.

A note may be sent to all parents explaining the need for volunteers, stating the tentative date and time for an orientation meeting to be held at school, and inviting parents who are interested to return their names and telephone numbers for use in compiling a list of prospective volunteers who then will receive follow-up contacts by telephone. If too few parents respond to this note, a second, person-to-person effort may be made by telephone.

The follow-up telephone call should be used to reinforce interest and to confirm the time and place of the orientation meeting.

The orientation meeting agenda should include: (1) an explanation of the learning center concept; (2) a description of the learning center assistant's role; (3) suggestions for conducting learning center activities effectively; (4) a question and answer period; (5) information about the dates and times when learning centers will be used; and (6) opportunity for parents to sign up as volunteers.

Involvement, Recruitment and Orientation of Parent Volunteers (continued)

A final note: no matter who the volunteers may be - parents, school personnel or older students - success on their part, and hence for the students, requires that they receive sufficient orientation.

Organizing Unit Resources

Teaching this unit requires the use of a large volume and variety of resources. Organizing these resources in some systematic fashion before the unit begins can reduce significantly the total amount of teacher preparation time and contribute to effective learning. While the particular organization plan used will depend in part upon the purchasing and distribution procedures of the participating school district and individual teacher preferences, the following suggestions from a group of teachers who have used this program successfully may prove helpful:

1. Obtain six cardboard boxes, one for each phase, to use as storage containers.
2. Tape to the front of each box the complete list of resources used in that phase. This list is found at the beginning of each phase in the curriculum guide.
3. Place resources for each phase in the appropriate box. A few resources, mostly books, will be used in more than one phase. Either they can be put initially in the box for the phase in which they are used first and moved to other boxes as the unit progresses, or they can all be stored in a separate, seventh box.
4. Phases I, II, III and V involve the use of learning centers. The learning center resources for each of these phases can be organized in the following way:
   a. Place materials for each learning center into a small packet container.
   b. Tape to the front of each packet the learning center description and materials list.

Organizing Unit Resources (continued)

c. Place the five packets in the appropriate phase box.

5. Arrange all other materials in each phase box in whatever way will be easiest and least time-consuming for you to use, e.g., in the order in which they will be used; by type of material; or according to some other scheme.

DISTRIBUTING AND COMPILING STUDENT MATERIALS

Since students will receive individual copies of many worksheets and other materials during the unit, the teacher needs to decide when and how worksheets and student projects will be distributed and taken home.

Distributing Worksheets

The following alternative plans are suggested:

1. Distribute worksheets one at a time as needed throughout the unit, and have students take each home when it has been completed.
2. Distribute worksheets one at a time as needed throughout the unit. Collect them and, at the end of each phase, send them home in a packet accompanied by a letter that reviews activities in the phase just completed and introduces the focus of the next phase.

LEARNING ACTIVITIES

RESOURCES

Objectives: Day 5

1. Students name at least two types of information they can obtain through the sense of touch.
2. Students name Braille as a technique that blind persons use for reading.

Full Group:

1. Read to students excerpts from the book, TOUCHING FOR TELLING, pages 32-42 (printed material).

Excerpts from Book: TOUCHING FOR TELLING, pages 32-42 (printed material)

2. Use the following questions and activities to help students become more aware of (a) the kinds of information one can obtain through the sense of touch, and (b) the special importance the sense of touch has for persons who are blind.

148

a. What is "texture"? Tell me something that is: (1) rough; (2) smooth; (3) soft; (4) furry; (5) hard.

b. Have students touch and compare the roughness of two or three grades of sandpaper.

Sandpaper: two or three grades

c. Have students count by touching (with eyes closed): (1) their buttons; (2) their ribs.

Touch box

d. Explain that touch helps blind people read, just as it helped us count. Refer to the split-pea Braille alphabet and to page 36 in the book, TOUCHING FOR TELLING. Explain that these illustrations are much-enlarged versions of Braille.

Braille Alphabet, page 16 (Teacher-made. Put each letter on a 2"x3" piece of tagboard. Make Braille letters by gluing split peas onto each tagboard card. Then staple all 26 cards to a large piece of heavy paper or cardboard for display. This resource also is used in Station I activities.

e. Touch Box - Suggested questions:
   1. What is it?
   2. What can you tell me about it?
   3. Compare two similar items such as plastic & metal folk. How are these things alike? different?

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LEARNING ACTIVITIES	RESOURCES
f. What are some of the problems blind persons might have other than the problem of not being able to read books printed the way ours are? NOTE: Activities described in the book may be expanded on at the teacher's discretion as time allows. 3. Station Activities.	Additional Optional Resources: Wristwatch designed for blind persons, Braille edition of a book, Braille typewriter Station Activities, pages 11-14
Objective: Day 6 Students describe briefly how blind persons and guide dogs are trained for each other.	
Full Group: 1. Use the following statements, or similar ones, to introduce the filmstrip, ZORA, THE GUIDE DOG: "People who are blind need special devices such as the Braille alphabet, canes, and special watches. One of the devices that some blind people have is the guide dog, a dog that is trained to help a blind person in certain ways. We now will see a filmstrip about how these dogs and the people who have them are trained for each other." 2. Students view the filmstrip and discuss it briefly. 3. (Optional Activity): Invite a blind person to be a guest speaker to the class. 4. Station Activities.	Filmstrip: ZORA, THE GUIDE DOG Filmstrip Projector Cassette Player (Optional) Guest Speaker Station Activities, pages 11-14

SELF IMPROVEMENT

How To Say No!

I. Be aware of the four common techniques (other than logic) that people use to get someone to do something.

Techniques

A. Everyone does it.
B. An appeal to love or friendship.
C. "Don't worry."
D. An appeal to self concept (name calling, etc.).

II. How to defend yourself against these techniques

A. Define your (values/beliefs) before you get into a pressure situation.

B. "Know yourself." How do you react when people pressure you to do something? Can you be talked into doing things you are later sorry you did? Are you able to resist the pressure and "stand firm" to your beliefs?

C. Avoid situations where you will face pressure to do things you do not want to do.

D. Simply say "no" - and refuse to discuss why you are saying no.

E. Specific suggestions for each of the techniques?

Technique	Defense
(1) Everyone does it.	(1) I am not everyone.
(2) An appeal to love or friendship.	(2) If you love me you would not ask me to go against my beliefs.
(3) Don't worry - we will not get caught.	(3) Use "Name Calling" on them. "Only stupid people do not worry about consequences."
(4) Appeal to Self Image (i.e., name calling, etc.)	(4) Make them aware of what they are doing. "Calling me chicken is not a logical reason why I should do this."

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GREECE
CENTRAL SCHOOL DISTRICT

HOOVER DRIVE JUNIOR HIGH SCHOOL
133 Hoover Drive
Rochester, New York 14615
(716) 865-4880

DISTRICT ADMINISTRATIVE OFFICES
PO Box 7197, N. Greece, N. Y. 14515

January, 1982

Dear Parents:

The Athena Junior High and Hoover Drive Junior High Guidance Departments invite you to attend our JUNIOR HIGH PARENT NIGHT PROGRAM. This year's program is the combined efforts of both junior high guidance departments. The program will be held at HOOVER DRIVE JUNIOR HIGH SCHOOL and will offer you an opportunity to choose two discussion groups which you feel are of particular interest to you. Each session is designed to give you information and suggestions that will aid you in increasing your effectiveness in helping your youngster make crucial decisions.

The Parent Night Program is scheduled for Wednesday evening, January 20, 1982, from 7:00 to 9:00 p.m. In case of inclement weather, Wednesday, January 27, 1982 will be substituted. We ask that you arrive between 6:30 p.m. and 6:50 p.m. to avoid parking problems and to receive your group assignments, name tags, and important announcements of upcoming events.

Our discussion groups will begin promptly at 7:00 p.m. and will be forty-five minutes in length. In order for us to accurately schedule the discussion groups of your choice, we encourage you to read the descriptions on the attached sheet. Please indicate your choices on the bottom portion of this letter. Have your youngster return the tear off section to her/his homeroom teacher no later than Monday, January 11, 1982. You will receive your discussion group schedule the evening of the program.

We sincerely hope that you will join us at Hoover Drive the evening of January 20, or January 27 if weather dictates. If you have further questions regarding our evening program, feel free to contact the program coordinator of your school.

Sincerely,

William Roberson

William Roberson, Program Coordinator
Athena Junior High School

Hilarie Lawlor

Hilarie Lawlor, Program Coordinator
Hoover Drive Junior High School

- - - -

"Choose Two"

GREECE JUNIOR HIGH PARENT NIGHT

"Choose Two"

E S9 92

DISCUSSION TOPICS

DISCUSSION GROUP #1 - "ANGER IS HERE TO STAY"
Understanding your anger and expressing it in a healthy manner is crucial to your relationship with your teenager. It is important to provide a role model showing your child how to handle anger. This session will deal with ways of coping with your own anger first, then your child's anger.

DISCUSSION GROUP #2 - "SIBLING RIVALRY"
This workshop will discuss causes for sibling rivalry. Different approaches to handling this universal problem will be shared. A bibliography will be distributed.

DISCUSSION GROUP #3 - "MARIJUANA: NEW PROBLEMS FROM AN OLD DRUG
Marijuana and its use has changed dramatically in the past 10 years. It is a new and different problem. This presentation will look at why young people, as well as adults, use marijuana; what marijuana does to the mind and the body; and, what we can do to help our children when they encounter this and other drugs.

DISCUSSION GROUP #4 - "THE ROLE OF THE PSYCHOLOGIST IN THE SCHOOLS"
Have you ever wondered what a psychologist can really tell about a person from those mysterious inkblots, IQ tests and drawings? This session will explore how the psychologist assists parents and teachers in determining both learning style and the source of behavioral difficulties. Demonstrations of the tests that are typically employed in psychological evaluations will be included.

DISCUSSION GROUP #5 - "TEENAGE REBELLION"
The presenter will focus on the common problem of adolescent rebellion. This session will present an overview of how adolescent rebellion and distrust of adults will strongly influence the type of behavior that is exhibited in the classroom and home.

Parents will have an opportunity to ask questions and discuss the problem of adolescent rebellion.

DISCUSSION GROUP #6 - "INFUSING CAREER EDUCATION IN THE HOME"
Today's children don't get to see their parents at work, and there isn't much for them to do around the house. As a result, kids aren't learning how to work. Children begin to develop work attitudes at a very early age - and that means parents are the prime shapers of those attitudes.

THESE ISSUES and others related to career development will be the focus of this session.

DISCUSSION GROUP #7 - " COMMUNICATION IS THE KEY"
The presenter is the father of four teenagers and has been a successful public school educator for the past twenty-one years. He feels that communication is at the core of all relationships. The presenter will share his thoughts and experiences on the subject.

Parents will have an opportunity to react to speaker's presentation and share their own personal viewpoints on communication .

DISCUSSION GROUP #8 - "LOSS - A NATURAL PART OF LIVING"
We continually experience loss in our lives, be it a major event such as death or divorce, or an annoyance such as forgetting your lunch or having a flat tire. This session will focus on ways of coping with loss and how to help your children cope with their losses.

DISCUSSION GROUP #9 - "ADOLESCENCE - A TIME OF TRANSITION"
"I take it as normal for an adolescent to behave for a considerable length of time in an inconsistent and unpredicatble manner, to fight his impulses and to accept them; to ward them off successfully, and to be overrun by them; to love his parents, and to hate them, to revolt against them and to be dependent on them... to be more idealistic, artistic, generous, and unselfish than he will ever be again, but also the opposite- self-centered, egoistic calculating."

The above quote was written by Anna Frued almost thirty years ago, and is still applicable to the youth of today. This session will give an overview of why such behavior must occur, and some suggestions on how you, as a parent, can most effectively deal with it.

165

BEST COPY

JUNIOR HIGH PARENT NIGHT

DISCUSSION TOPICS CONTINUED ....

DISCUSSION GROUP # 10 - "YES WE CAN .. NO, WE CAN'T "
A look at daily school procedures focusing upon the legalities and obligations of current education. Actual case studies will be used for discussion, with time provided for questions and answers.

DISCUSSION GROUP # 11 - "LIVING WITH ADOLESCENTS - FACTS AND STRATEGIES"
Participants will have an opportunity to discuss this topic with two experienced family counselors. Helpful information will be presented.

DISCUSSION GROUP # 12 - "HELP! or HOW TO USE THE RESOURCES GREECE HAS TO OFFER"
There will come times during your son's or daughter's adolescence that you may need help in dealing with problems that present themselves. The presenter will explain the agencies and programs available in Greece that can help you.

DISCUSSION GROUP # 13 - "BIBLIOTHERAPY"
Adolescents are faced with many concerns. Many of these concerns are related to adolescence itself, others are not. Often an adolescent is in a situation over which he/she has no control. This produces a crisis for the adolescent. Bibliotherapy is a way in which you, as the responsible adult in the adolescent't life, can help him/her through the expected difficult times as well as through a crisis situation.

DISCUSSION GROUP # 14 - "WHAT IS GREECE YOUTH SERVICES?"
Get it straight from the people from the GREECE YOUTH BUREAU. Learn more about the free and confidential services that the bureau has to offer.

PRESENTERS

GREECE CENTRAL JUNIOR HIGH SCHOOL

PARENT NIGHT 1982

Name_____

Your schedule for the evening is as follows:

Cafeteria - 7:00 - 7:10

First Session - 7:15 - 8:00 Group # _____ Meets in Room _____

Second Session - 8:00 - 8:50 Group # _____ Meets in Room _____

Cafeteria - 8:55 - 9:05

Your assigned groups were formed according to your response submitted to the guidance office. Please follow the above assignment so that group sizes may remain balanced.

Thank you.

PROGRAM EVALUATION

In an effort to evaluate tonight s program and help us make necessary improvements for next year, could you please complete the following form and return before leaving.

1. How well was the program publicized?
2. To what extent was the evening organized?
3. Were the session objectives clea ly stated?
4. Was the evening informative?
5. Was the information useful?
6. Is there a topic of interest you would like to see presented for next year?

COMMENTS

THE CONFERENCE

1. Greet the student and parent in such a way that they will know they are truly welcome to our school and your room.

2. Establish rapport. This is the basis of good counseling. Your attitude and the parent's determine the success of the conference.

3. Have a friendly, courteous attitude. Realities should be faced, however, in a frank and sincere way. The parent should have the feeling that his child has worth even though his abilities are limited.

4. Begin the conference on a conplimentary note and continue a positive approach.

5. This should be a good time for the parent to ask questions, give information to the teacher, etc.

6. High school children should come with the parents for their conference. However, in special situations you may wish to meet with parents only.

7. The points included in any one conference depend upon the number of circumstances, such as:

   a. The child's individual problems, progress or interests.
   b. Points the teacher particularly wishes to include.
   c. The direction of the parent's discussion or the direction of the parent's interest.

CROTON-HARMON SCHOOLS

CAREER EDUCATION SURVEY

Name _____

Please check if you are:

_____Current Student Presently in Grade _____

_____Recent Graduate Who Finished in the Year _____

_____Teacher at the Following Grade Level _____

and/or Subject _____

_____Parent of Student Presently in Croton-Harmon Schools

_____Community Member

Our district is considering the development of a more comprehensive Career Education Program. We would like your help in determining activities which are appropriate.

Career Education is usually defined as a series of experiences which will enable a student to:

a. Explore careers

b. Discuss and clarify personal values.

c. Make sound decisions

d. Develop a life plan and goals

We have listed several items which either are now or could be included in our program. We would like your opinion of the need for each at the different grade levels of our school. There is also an opportunity at the end of the questionnaire to expand on or explain your responses to any item.

Please indicate according to the following scale, your feeling concerning the importance of each item at all of the three grade levels:

1. Nothing should be done at this grade level
2. Of questionable value at this grade level
3. Fairly important to do at this grade level
4. Very important to do at this grade level

	My opinion of the importance of this item on the scale of 1-4 is:		
	For Grade K-5	For Grade 6-8	For Grade 9-12
	(Please fill all 3 columns)		
1. Classroom teachers should make career exploration a significant part of the year's curriculum.	____	____	____
2. Classroom teachers should make understanding personal values a significant part of the year's curriculum.	____	____	____
3. Classroom teachers should make decision-making a significant part of the year's curriculum.	____	____	____
4. Classroom teachers should make developing a life plan and goals a significant part of the year's curriculum.	____	____	____
5. Teachers should discuss jobs and careers which are directly related to their curriculum.	____	____	____
6. More occupational materials should be available to students in school.	____	____	____
7. Students should learn a process or method by which they can identify areas of career interest.	____	____	____

Scale

1. Nothing should be done at this grade level
2. Of questionable value at this grade level
3. Fairly important to do at this grade level
4. Very important to do at this grade level

	My opinion of the importance of this item on the scale of 1-4 is: For Grade K-5	For Grade 6-8	For Grade 9-12
	(Please fill all 3 columns)		
8. Students should have more opportunities to learn about jobs in their career interest areas.	____	____	____
9. Students should be assigned to read more about careers in their interest areas.	____	____	____
10. Students should be provided with more realistic information about job opportunities in specific careers.	____	____	____
11. School should help students to understand their parents' way of making a living.	____	____	____
12. School should give students the opportunity to explore and discuss personal values.	____	____	____
13. Students should have help in identifying their own personal values.	____	____	____
14. School should help students to learn how to make decisions and solve problems.	____	____	____
15. Students should understand relationships between careers and personal life styles.	____	____	____
16. School should help students to explore ethical and moral values.	____	____	____

Scale

1. Nothing should be done at this grade level
2. Of questionable value at this grade level
3. Fairly important to do at this grade level
4. Very important to do at this grade level

	My opinion of the importance of this item on the scale of 1-4 is: For Grade K-5	For Grade 6-8	For Grade 9-12
	(Please fill all 3 columns)		
17. School should help students to gain confidence in themselves and their abilities.	____	____	____
18. School should help students to set goals for themselves.	____	____	____
19. School should help students to develop a flexible plan for various stages of their lives.	____	____	____
20. School should seek parent involvement in helping their children choose careers.	____	____	____
21. School should help students to accept and follow society's values in all aspects of their lives.	____	____	____
22. School should help students to understand the consequences of a decision.	____	____	____
23. Students should have help in understanding the significance of money in today's society.	____	____	____
24. Students should have individual counseling about career plans.	____	____	____
25. Students should have individual counseling about personal values and problems.	____	____	____

Scale

1. Nothing should be done at this grade level
2. Of questionable value at this grade level
3. Fairly important to do at this grade level
4. Very important to do at this grade level

	My opinion of the importance of this item on the scale of 1-4 is:		
	For Grade K-5	For Grade 6-8	For Grade 9-12
	(Please fill all 3 columns)		
26. Students should meet regularly in small groups for career-related activities.	____	____	____
27. Students should meet regularly in small groups about personal values and problems.	____	____	____
28. School should help students to plan training for a <u>specific</u> career.	____	____	____
29. School should plan career fairs for students to gain more information from adults in specific careers.	____	____	____
30. Students should have help understanding the importance of work as part of life.	____	____	____
31. Students should be provided with opportunities to work part-time for pay within the school day.	____	____	____
32. Students should visit places of employment to observe people working in various careers.	____	____	____
33. Guest speakers should come into the classroom to tell students about their jobs.	____	____	____

Scale

1. Nothing should be done at this grade level
2. Of questionable value at this grade level
3. Fairly important to do at this grade level
4. Very important to do at this grade level

	My opinion of the importance of this item on the scale of 1-4 is: For Grade K-5	For Grade 6-8	For Grade 9-12
	(Please fill all 3 columns)		
34. Students should be given instructions about job applications, interviews, and resume-writing.	____	____	____
35. School should seek part-time and summer jobs for students.	____	____	____
36. School should provide a job placement service for students after graduation.	____	____	____

37. Please comment, if you wish, on your responses to any item and/or comment on your feelings about Career Education as it applies to the Croton-Harmon Schools:

Thank you for your assistance.

Please return to the Guidance Office, Croton-Harmon High School.

Greenville Central School F G9 100

Student Awareness of Guidance Services

We would like to discover the extent to which you are familiar with Guidance Services at Greenville Central. By knowing how you feel about this phase of our school program, we shall be able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS SURVEY

Directions: Please circle YES or NO to indicate your feelings about each question. Circle ? if you are not sure how you feel.

YES NO ? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

YES NO ? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

YES NO ? 3. Have you had conferences with someone on your school staff concerning your educational and vocational plans?

YES NO ? 4. Have the results of standardized tests (PSAT, SAT, etc.) been discussed with you?

YES NO ? 5. If you had a personal problem, would you feel free to discuss it with someone on the school staff?

YES NO ? 6. Do you have access to the information you want and need to know about the various occupations you have considered?

YES NO ? 7. Have you visited your counselor during the past year?

YES NO ? 8. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

YES NO ? 9. Has your school counselor talked with you about your future educational and vocational plans?

YES NO ? 10. Has your school provided your parents an opportunity to discuss your educational plans?

YES NO ? 11. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

YES NO ? 12. When you entered high school, were you helped to learn about your new school and how to get along in it?

YES NO ? 13. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

YES NO ? 14. Are you thinking about or planning what you are going to do when you finish high school?

YES NO ? 15. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experiences to employers in a convincing manner?

YES NO ? 16. Have your parents ever talked with your school counselor?

YES NO ? 17. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

YES NO ? 18. Were you helped to become familiar with the employment possibilities in your community and the surrounding area?

YES NO ? 19. Can you talk about your real feelings about things with your school counselor?

YES NO ? 20. Do your teachers discuss the various occupations which are related to the subjects taught by them?

YES NO ? 21. Have you been helped to decide if you have the ability to succeed in college?

YES NO ? 22. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

YES NO ? 23. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

YES NO ? 24. Have you received any help from your school in the improvement of your study skills and habits?

YES NO ? 25. Have you had an opportunity to participate in group discussions about the concerns of high school students?

YES NO ? 26. Has your school counselor discussed with you your ability and achievement test results?

YES NO ? 27. Were you helped before 9th grade to plan your high school program of courses?

YES NO ? 28. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

YES NO ? 29. Have you been satisfied with the course selections which you have made?

YES NO ? 30. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

What grade are you in? _____

New York City District #19 (PS 72) F E3 103

Initial Parent Interview

Child's Name:_____ Address_____ Birthplace_____
D/O/B _____

Mother's Name_____ Father's Name_____
Father's Occupation _____ Works_____ Bus. Telephone_____
Mother's Occupation _____ Works_____ Bus. Telephone_____
Home telephone_____

Children_____

Description of problem at school_____

Child lives with: Family lives in:

Brothers: Sisters: Names: Ages: Schools:

Key Questions:

1. How does child feel about school?
2. How does he like teacher? Children:
3. How does the child get along with other people in the home?
4. With his brothers and sisters?
5. Does he favor any particular brother or sister?
6. Does he dislike any brother or sister?
7. How does he get along with the neighborhood children?
8. Do you work outside the home? During what hours are you away from Home? Who watches the children?
9. Parental activities shared with the children?
10. What does he do in his leisure time?
11. What do you consider his good characteristics?
12. What do you consider his faults?
13. What are his interests?
14. Physical development - anything unusual?
15. Any serious illnesses?
16. Health in general?

CUESTIONARIO PARA LOS PADRES DE LOS NUEVOS ALUMNOS DE KINDERGARTEN Y PRIMER GRADO

Por favor marquen su respuesta en la columna correspondiente:

		SI	NO
A.	**Mi hijo (a) es capaz de:**		
a.	Ponerse y quitarse su chaqueta o abrigo	___	___
b.	Abrocharse la ropa	___	___
c.	Atarse los zapatos	___	___
d.	Ponerse y quitarse las botas	___	___
e.	Lavarse las manos cada vez que usa los servisios higiénicos	___	___
B.	**Mi Hijo:**		
a.	Ha recibido un examen físico completo	___	___
b.	Ha sido examinado por un dentista	___	___
c.	Ha recibido toda sus vacunas	___	___
d.	Usa ropa comoda y apropiada	___	___
e.	Come un buen desayuno	___	___
f.	Come muy pocos dulces	___	___
g.	Se lava los dientes diariamente	___	___
h.	Se acuesta temprano y a la misma hora	___	___
i.	Duerme las horas necessarias de acuerdo a su edad	___	___
j.	No cruza las calles solo (a)	___	___
k.	Sabe decir su nombre y apellido, su dirección, número de teléfono	___	___
l.	Juega con otros niños de su edad	___	___
m.	Le gusta visitar amigos y parientes	___	___
n.	Comparte sus juguetes	___	___
o.	Recoge sus juguetes y ayuda a mantener la casa limpia	___	___
p.	Le gusta hablar acerca de sus propios sentimientos, sus actividades, y sus juegos	___	___
q.	Mi hijo (a) escucha y hace lo que yo le digo	___	___
r.	Casi todos los días yo le leo un cuento o una historia	___	___
s.	Yo le pongo atención a mi hijo (a) cuando el (ella) me habla	___	___
t.	Yo le digo y siempre le demuestro que yo le quiero	___	___

Si usted ha marcado todo con un "Si", su hijo (a) esta verdaderamente preparado para la escuela

Por favor, trate de obtener un 100% de respuestas afirmativas antes de Septiembre de 1983.

Sinceramente,

Guidance Counselor

CHECK LIST FOR PARENTS OF NEW KINDERGARTEN AND FIRST GRADE STUDENTS

	YES	NO
A. Does my child know how to:		
a. Put on a jacket?	____	____
b. Button and zipper a jacket?	____	____
c. Tie shoes?	____	____
d. Put on boots?	____	____
e. Wash hands after using the toilet?	____	____
B. Have I:		
a. Taken my child for a complete physical checkup?	____	____
b. Taken my child to the dentist?	____	____
c. Taken my child for all the immunizations?	____	____
d. Provided my child with comfortable clothing?	____	____
e. Encouraged my child to eat a good breakfast?	____	____
f. Discouraged my child from eating sweets?	____	____
g. Encouraged my child to brush his/her teeth?	____	____
h. Made sure he/she gets ten hours of sleep?	____	____
j. Taught my child not to cross the street alone?	____	____
k. Helped my child learn his/her first and last name, address and telephone number?	____	____
l. Encouraged my child to play with other children?	____	____
m. Encouraged my child to clean up his/her toys and to help me at home?	____	____
n. Encouraged my child to visit with friends and relatives?	____	____
o. Encouraged my child to share his/her toys?	____	____
p. Encouraged my child to talk about his feelings, activities and toys?	____	____
q. Insisted that my child listen to me and do what I ask?	____	____
r. Read stories to my child almost every day?	____	____
s. Have I paid attention to my child today?	____	____
t. Shown and told my child how much I love him/her each day?	____	____

If you can check "yes" each time, your child will really be ready for school!

Please try to work for a perfect 100% YES before September 1983.

Sincerely,

Guidance Counselor

GUIDANCE DEPARTMENT
COLLEGE SUGGESTION WORKSHEET

STUDENT NAME _____ MAJOR _____ COUNSELOR _____

College Name & Location	Specific Entrance Requirements	Entrance Tests	Size	Tuition	Room and Board	Dorms No	Dorms Yes	Number of Courses in Major	Sports	Special Programs

The colleges listed above have been suggested by your counselor as possible college choices for you.
It is recommended that you proceed as follows:

1. From the Guidance Office's catalogs and college reference books, obtain the basic information indicated above.
2. As soon as possible, write to the colleges to obtain application blanks and catalogs.
3. Visit the colleges if possible.
4. After discussing your final college choices with your parents and counselor, send your application in immediately. (Be sure to note application deadlines).

White copy: Student Yellow copy: Parent Pink copy: Counselor

Rush-Henrietta Central School
F S5 111

NAME:_____ JR. HR._____ SR. HR._____

TROY HIGH SCHOOL

1950 BURDETT AVENUE

TROY, NEW YORK 12180

JUNIOR - SENIOR INTERVIEWS

NAME:_____ JUNIOR HOMEROOM:_____

COUNSELOR:_____

INTERVIEW DATES:_____,_____,_____

ACT DATE:_____

SATs: DATES:_____,_____,_____

ACHIEVEMENT TESTS: SUBJECTS:_____ DATE:_____

ASVAB (ARMED SERVICES VOCATIONAL APTITUDE BATTERY): DATE:_____

MAJOR SEQUENCE (S):	SUBJECTS COMPRISING AT LEAST ONE (1) SEQUENCE
_____	
_____	_____
_____	_____
_____	_____

REGENTS DIPLOMA YES NO

POST HIGH SCHOOL PLANS: (Check one)

College:_____ Full-Time Job:_____ Armed Services:_____

If you are considering the Armed Services, which branch presently interests you most?_____. Have you met with a recruiter? _____.

If you desire a full-time job after high school, what types of work interest you?_____,

_____,_____,

What skills have you learned which will prepare you for the job you have chosen?_____

If you are going to college, which major(s) do you presently wish to pursue?_____,_____,_____

Are you going to a 2-year college?_____ 4-year college_____

Which colleges are you presently considering?_____,

_____,_____,_____

CHECKLIST OF INFORMATION DISSEMINATED DURING INTERVIEWS: (JUNIORS)
(check each item as discussed)

_____ RESOURCE MATERIALS: reviewed such regarding college majors (two and four year); College Handbook; Occupational Handbo etc., and can use them effectively on my own.

_____ SATs - SCHOLASTIC APTITUDE TESTS (COLLEGE BOARDS) have been explained to me and I realize their importance for both college admissions and possible consideration for a New York State Regents Scholarship. I am also aware of the College Boards Achievement Tests and their significance.

_____ APPLICATIONS FOR THE UNIVERSITY OF THE STATE OF NEW YORK: they are located in the Guidance Office with the accompanying handbook. I realize these applications must be completed by both the student and parents. Upon completion, they are to be returned to Guidance with a check or money order to cover the application fee. The guidance secretaries mail the application fee, and a copy of the student's transcript to the State University Processing Center.

_____ PRIVATE COLLEGE APPLICATIONS: are to be obtained by the student and/or parent by sending a postcard or note to each college requesting both an application and catalogue. After completing the application, it should be returned to Guidance with the check or money order covering the fee. The guidance secretaries will then mail both including a transcript and counselor recommendation directly to the college.

_____ PRESENTATIONS BY VISITING COLLEGE REPRESENTATIVES: I am aware that reps from various colleges visit Troy High from time to time, and I am informed of their visits by P. A. announcements, and bulletin-board displays in both the guidance media center and the main lobby. I also understand I have permission to see any representative of my choice and must check the dates of his/her visit and secure a pass from my counselor excusing me from class.

_____ FAF - FINANCIAL AID FORM: reviewed a copy and understand it is the responsibility of parents to complete this form and mail it directly to Princeton, New Jersey. It is also understood that this form determines elegibility for all financial aid.

_____ ARMED SERVICES: I am aware that there are recruiting centers for all branches of the service located in Troy; and from time to time they visit the high school where I can meet with them.

_____ FULL-TIME EMPLOYMENT: should I desire a job after high school I realize the New York Unemployment Office in Troy is able to help me find employment suitable to the skills I have.

Student's Signature:_____ Date:_____

Parent's Signature:_____ Date:_____

Counselor's Signature:_____ Date:_____

SENIOR INTERVIEW

_____ I have_____credits at the beginning of my senior year.

_____ I have reviewed credits with my counselor and I find I must complete the following courses for graduation:_____,

_____,_____,_____,_____.

_____ I have (have not) passed the Math, Reading, Writing competency tests.

_____ I have taken (will take) the SATs. Date:_____

_____ I have taken (will take) the Achievement tests. Date:_____

_____ I plan to attend college at:_____

_____ I have (will) submit my application to college: Date:_____

_____ At college, I will major in:_____

_____ I am going into the Armed Services: Branch:_____

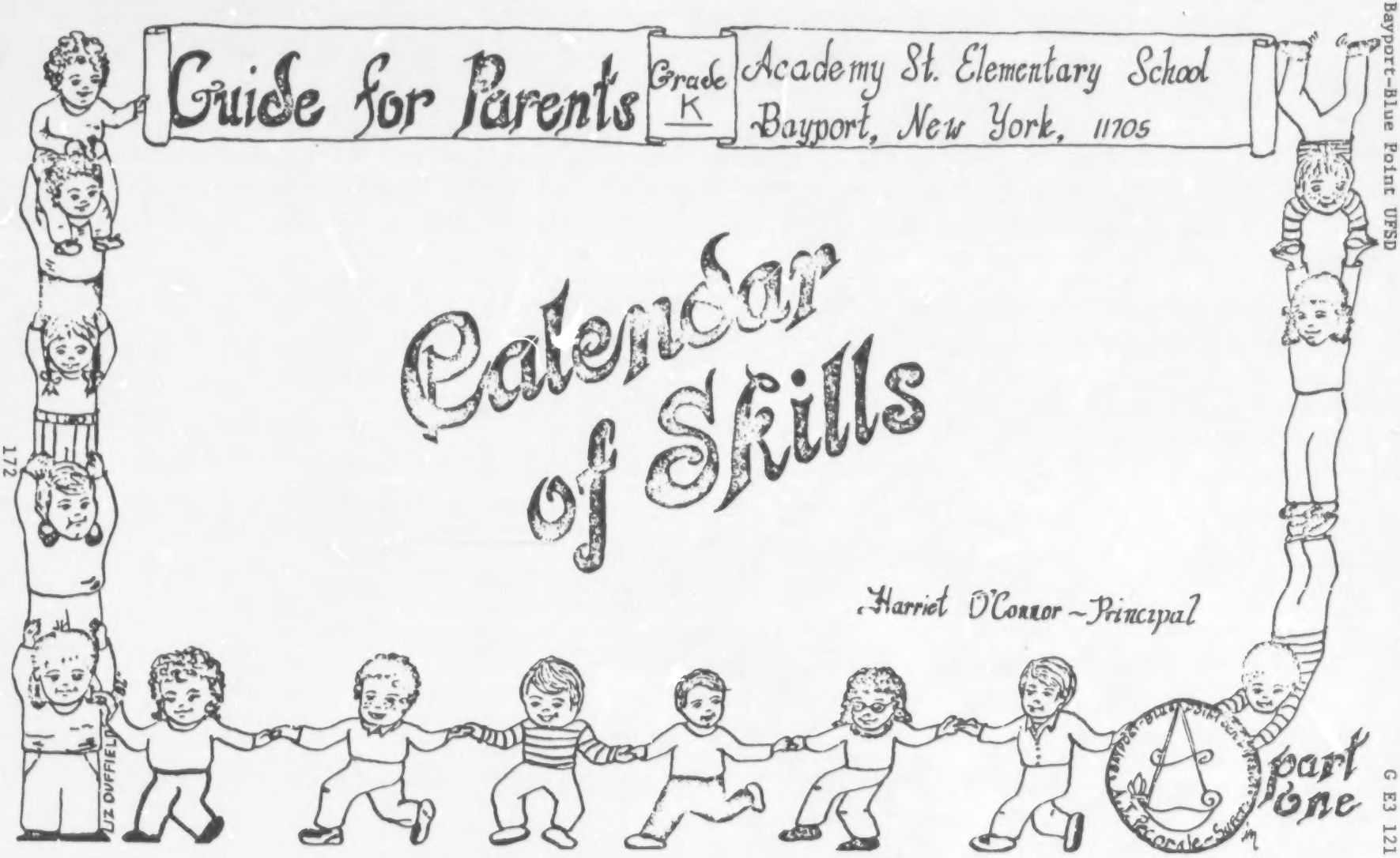
_____ I intend to look for full-time work after graduation.

Types of Jobs:_____,_____

_____ For the purpose of updating my transcript, it is my responsibility to inform guidance of all senior activities and/or jobs in which I will participate.

Student's Signature: _____ Date:_____

Counselor's Signature:_____ Date:_____



Bayport-Blue Point UFSD
G E3 121
172

Dear Parents and Guardians:

The administration and staff of Academy Street share your desire to see your child succeed academically. We believe that school is a partnership between parents, teachers, administrators, and children. In order for this alliance to grow and flourish there must be maximum communication and feedback between all parties concerned.

The progress your child makes in education depends upon classroom instruction and what happens in the home to reinforce the importance of education and the skills taught in school. Student achievement improves dramatically when parents evidence interest in student learning and take an active role in school activities.

Academy Street School offers many opportunities for involvement - the Parent Volunteer Program, PTO, Open School Night, parent conferences, curriculum meetings, concerts, gym and art shows, field days, trips, parent-student lunches, Grandparents' Day, etc.

This year we are introducing a Calendar of Skills -- designed specifically for your child's grade level. This booklet states the school philosophy as set forth in our Middle States Evaluation, details expectations for each grade, and provides interesting activities that an adult and child may pursue together. If you choose to use the calendar, you will provide two very important services for your child: Helping him or her master the skills being taught at school, and showing your child that in your home education is important.

Sincerely,

Harriet O'Connor

Harriet O'Connor
Principal

173

BAYPORT-BLUE POINT SCHOOL DISTRICT

SCHOOL BOARD MEMBERS

President:	Fred W. Horstmann
Vice President:	Robert T. Becher
Trustees:	Susan C. Cummings
	Robert H. Dashiell
	Neal Henshall
	Philip B. Linker
	Ruth Pasternack
	Michael Porwick
	Mary Weber

Dr. Anthony J. Pecorale
Superintendent

Roger A. Wilson
Assistant Superintendent

Education --

is a family affair.

G E3 121

PHILOSOPHY

The intellectual nature of the student proceeds in stages of development which are influenced by environment and one's unique individual make-up. Learning should move from the concrete to the abstract by means of a multitude of experiences. These experiences should be designed to challenge and nurture curiosity and would provide for active participation moving toward the abstract, as the stages of development proceed. Problem solving, logical presentation of subject matter, reinforcement of positive behavior and established responses to motor and sensory stimuli are all methods of encouraging intellectual growth and self-discipline.

No single method of fostering intellectual growth applies to all children at all times. Development proceeds at an individual pace which is not always in direct correlation to chronological age or grade placement. Encouraging positive intellectual development enhances an atmosphere of self-esteem, support, trust, and mutual respect, and, ultimately, a greater desire and need for learning.

As DNA is to life, basic skills are to learning. Basic skills are the building blocks of educational development. They are tools which should be taught and measured in a carefully structured sequential format. There must be some level of success for each child; for some, success will be solely at the concrete level, while others will achieve at more abstract levels. Through intelligently guided experiences, each child is provided with the opportunity to function at his appropriate level of achievement. Mastery of the basic skills, while not ends in themselves, will give form and substance to the child's creative ideas and will enable him to become a more productive member of society.

The school should prepare individuals to develop their fullest potentials for living in the society of today and tomorrow. The purpose of Academy Street Elementary School is to serve the children of the community by teaching them the established curriculum; by recognizing their individual needs and problems; by letting them grow in their own directions; and by creating a rapport among the parents, teachers and administration. The purpose of the school is not to fit children into molds, but, to discover and let children become all they are capable of being. The school should acknowledge the importance of its supplemental role to the home and other social agencies in developing habits and attitudes which make for affective personal living, the maintenance of optimum moral, ethical and aesthetic values.

Dear Mothers and Fathers:

Your child is entering Kindergarten this year. The attitude that he or she has toward school, the teachers and other children during the next twelve or more years is affected by this first year in Kindergarten.

We have prepared this booklet to guide you and your child in this new and important venture. We hope it will help you and help your child to make the adjustment with ease and pleasure.

Please refer to the information often. If there are still questions unanswered about any phase of the school program or policy, do not hesitate to call at the office of the school for information.

The Kindergarten Teachers

175

REGISTRATION

Children who will be five (5) years of age on or before December 31st of that year may enter Kindergarten. In the event of illness at the time of registration, the child should be registered by the parent as soon as possible.

A birth certificate or other legal proof of age must be presented to complete registration.

KINDERGARTEN HOURS

8:50 a.m. — 2:55 p.m.

KINDERGARTEN LUNCH

12:20 — 1:10 p.m.

G E3 121

ATTENDANCE

It is just as important for pupils to be present for Kindergarten as for any other grade. The Kindergarten program is a planned, forward moving program. If a child is to get the most out of this year in school and form good habits of regularity of attendance, he should be present every day.

Of course, if a child is ill we do not expect that child to be in school. It is during the first days of many children's sicknesses that they spread to other children easiest. To be fair to your child and to others in the class, keep him home on such days.

All absences from school are either legal or illegal. Legal absences are for personal illness, illness or death in the family, impassable roads, or bad weather. Absences for other reasons are illegal. The state aid our school district obtains to help the cost of operating our school is paid on the basis of pupil's attendance.

When your child returns from being absent for any reason, please send a note similar to the sample below explaining why he was absent.

Dear Miss (or Mrs.) _____

_____(Name)_____ was absent on _____(Day)_____,

_____(Date)_____, due to _____(reason)_____.

Signature of Parent
or Guardian

PARENTS CAN HELP THEIR CHILD AND THE SCHOOL BY:

1. Teach your child his name, address and telephone number.
2. Show your child the safest way to school.
3. Teach your child to manage his clothing so he can put on and take off coat, snow pants, boots, etc.
4. Mark clothing and overshoes with child's name.
5. Talk over the activities of school so your child will look forward with pleasure to Kindergarten. Describe Kindergarten as a friendly, happy place where the teachers and principal are to be his friends and other children his playmates.
6. On the first day of school bring your child to the front door, tell him goodbye cheerfully and leave him to become acquainted with his classmates. He must learn to become an independent member of his classroom community.
7. Show interest in your child's school activities. Praise the work he brings home. Ask him to tell you about them.
8. Avoid discussing your child's abilities and inabilities in his presence. Do not compare him with his brother, sister or any other child within his hearing.
9. Encourage your child to speak clearly and in sentences by speaking clearly and distinctly to him. Children learn to speak by imitation.

THE KINDERGARTEN

Kindergarten is the "Key" to your child's future in the elementary school. As he becomes a member of his kindergarten group, he is also a member of the larger school unit.

KINDERGARTEN IS IMPORTANT

Here begins the foundation for growth and development which continues as the child progresses with more formal learning through the school.

The purpose of the kindergarten is to help him meet his present needs and interests and at the same time to develop the social attitude and habits that he needs to learn to become a healthy, well-adjusted child.

Good education for the five-year-old provides opportunities for group planning and group action and thus begins to develop social responsibilities.

This Calendar of Skills has been developed to help your child prepare for the state and local tests to be given this year. Each day in school your child will receive instruction, review, and practice on reading, writing, and math skills. The Calendar of Skills offers some ways in which you may help your child practice skills at home.

Studies show that the home is the strongest influence in a child's development and success in learning. Please help your child by practicing these skills with him or her.

Here's how .....

Plan Calendar Time: Set aside a 5 - 10 minute period each day when you and your child can be relaxed, comfortable and ready to participate in the learning activities.

Make Materials: When possible, let your child help you make the needed materials: cut paper squares, make word cards, etc. Lists for some of the reading, math, and spelling skills are at the back of the calendar issued at Open House.

Practice Skills: Follow the directions and complete the activities scheduled for each day. Be sure to save the materials to review the previous day's skills.

Be Enthusiastic: Your child will reflect your feeling of pleasure in participation in these activities. Have fun!

Be Positive: Expect from your child the very best efforts, but no more. Encourage your child to improve as much as possible. Build self-esteem.

Be Patient: Learning is a difficult task. Offer praise for small successes. Review often. Stop before either of you becomes tired. Continue if your child is interested and challenged.

KINDERGARTEN
CALENDAR OF SKILLS
DEVELOPED BY:

Diane Birkeland
Barbara Lundoy
Marianne Slfaneck

1982 SEPTEMBER GRADE K

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 BE SOMEONE SPECIAL -- BE A	2 VOLUNTEER!!	3	4
5	6 LABOR DAY	7	8	9	10	11
12	13	14	15	16	17 Follow Directions Plan a treasure hunt for your child. Leave picture (word) clues to tell him or her where to look next. Have a 'treasure' hidden at the end of the hunt	18 Take your child to the library to get a library card
19 Have your child set up a daily study schedule.	20 Numbers Read to your child: "One little leaf, Two little leaves, Three little leaves, today. Four little leaves, Five little leaves, Blow them -- AWAY! AWAY!	21 Position Have your child act our this rhyme: "Jack be nimble, Jack be quick. Jack jumped over the candlestick."	22 Saying Numbers Sing the song "Ten Little Indians" with your child.	23 Colors Give your child a cup of colored pieces of cereal and have him or her sort them by color.	24 Separate Objects Have your child look through the laundry and separate his or her socks from the rest of the clothes.	25 Fall Fever?? Take a walk with your child.
26 Watch a TV program with your child	27 Circles Have your child find objects in the kitchen that have a circular shape.	28 Complete Sentences Have your child tell what he or she did in school today in complete sentences.	29 Left and Right Play "Simon Says" with your child using left and right directions. (Raise your right hand. Tap your left foot.)	30 GET INVOLVED IN SCHOOL, JOIN THE P.T.O.		

G E3 121

1982 OCTOBER GRADE K

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Colors From a magazine, have your child cut out pictures of red things.	2 Take your child to the library today to get a new book.
3 This is National Joke Telling Week Share a joke with your child and have him or her share one with you.	4 Numbers Put some sand in a tray. Help your child drew the numerals 0-10 using his or her finger in the sand.	5 Details Ask your child to close his or her eyes, then tell from memory what clothes you are wearing.	6 Counting On a trip to the store have your child count the stop signs he or she sees.	7 Rhyming Read a nursery rhyme to your child and point out the rhyming words.	8 Classifying Let your child cut pictures from magazines and paste each group on separate sheets of paper (people, animals, vegetables, fruits.)	9 Let your child plan the lunch menu for today.
10 Give your child a grocery bag. Help him or her decorate it to make a mask.	11 Seeing Work a familiar puzzle of 10 pieces or less with your child. COLUMBUS DAY	12 Follow Directions Take your child to the store. Have him or her help find the things you need.	13 Counting Have your child count the buttons on one of his or her shirts.	14 Numbers Tell your child to turn the TV dial to Channel 7.	15 Shapes Have your child trace around a circular bowl and draw a jack-o-lantern. Use this as a decoration for the front door.	16 Let your child plan a family fun activity for the weekend.
17 Make plans to go to the fair with your child.	18 Separate Objects Give your child 4 raisins and have him or her count them. Let your child eat one and then count how many are left.	19 Combine Objects Have your child draw 2 jack-o-lanterns. Have him or her draw 3 more. Have your child count the number of jack-o-lanterns in all.	20 Shapes Give your child a drinking glass and have him or her trace around the bottom of the glass to make circles.	21 Hearing Sounds Go outside with your child. Have him or her close his or her eyes and tell what sounds he or she hears.	22 Seeing Have your child draw a Halloween picture. Cut it into 4 sections and have him or her put it back together.	23 Make alphabet soup for your child and have him or her identify the letters before eating them.
24 31 HALLOWEEN	25 Shapes Cut a circle and a triangle for your child and use them to make a witch.	26 Counting Have your child count the number of people in his or her family.	27 Sounds Have your child make sounds that might be heard on Halloween night.	28 Seeing Work a jig-saw puzzle with your child.	29 Numbers Write the numeral 3 on paper. Have your child draw 3 black cats on the page.	30

180

G E3 121

1982

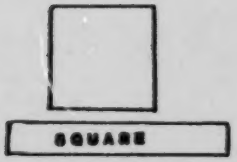
NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Rhyming Say a series of words that rhyme and one that does not rhyme. Have your child clap when he or she hears a word that does not rhyme. (bee, tree, saw, free)	2 ELECTION DAY	3 Separate Objects Give your child the silverware to set the table. Have him or her separate it into knives and forks and spoons.	4 Left to Right Cut out the headline from a newspaper. Give your child a toy car and have him or her 'drive' it over the headline from left to right.	5 Visual Memory Show your child 4 crayons of different colors. While your child looks away, remove one crayon. Have your child look again and tell the missing color.	6 Help your child make a list of things to do when there's nothing to do.
7 Bake a sheet cake with your child. Have him or her help you cut it into squares.	8 Rhyming Say: "I'm thinking of a word that rhymes with bag. It is red, white and blue. What is it?	9 Counting Have your child count the eyelets in a tennis shoe.	10 Position Give your child 2 crayons and a pencil. Tell him or her to put the crayons on the table, and place the pencil between the crayons.	11 Take your child to the parade today. VETERAN'S DAY	12 Rhyming Have your child find the rhyming words. I had a little turkey And nothing did he say, But "Gobble, gobble, gobble!" All the live long day.	13 Let your child help you unpack the groceries. Tell him or her where to put the items.
14 Tell your child to go outside and find 4 leaves for you.	15 Thyming Read a Dr. Seuss book to your child. Idenify the rhyming words.	16 Details Have your child look out the window, then close his or her eyes and tell what was [illegible].	17 Colors Have your child search for things that are green in your home.	18 Classify From a catalog, have your child cut out pictures of things he or she would like to wear.	19 Numbers Have your child draw 4 turkeys and use them for table decorations.	20 Have your child help you do the shopping for Thanksgiving dinner
		-------- CHILDREN'S BOOK WEEK ----------				
		--------- AMERICAN EDUCATION WEEK ----------				
21 Play "Mother", May I" with your child.	22 Counting Have your child count the number of times he or she can hop on one foot before losing balance,	23 Hearing Have your child close his or her eyes. Tap on objects in the room with a pencil and have your child guess the object.	24 Pop popcorn with your child. Count out 9 pieces.	25 THANKSGIVING DAY	26 Discuss the meanings of these words with your child: Pilgrim, feast, friendship, Thanksgiving.	27 Start telling a story to your child and let him or her finish it
28 Read your favorite story to your child.	29 Numbers Help your child make an Indian headband with 5 feathers.	30				

181

G E3 121

SHAPES



G E3 121

BEGINNING SOUNDS

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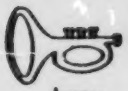
b 
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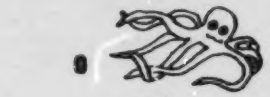
c 
octopus

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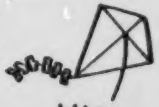
k 
kite

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elephant

l
lamb

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sun

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zebra

f
feather

m
milk

t
turtle

g
girl

n
needle

u
umbrella

183

G E3 121

184

Five Little Puppies

(Instruct your child to hold one hand in the air with all fingers up)

Five little puppies
Playing on the floor,
One crept to bed;
(Bend one finger down)
Then there were four.
Four sleepy puppies
Were as tired as could be
One curled up in a ball;
(Bend another finger down)
Then there were three.
Three sleepy puppies said,
"We are drowsy, too."
One found a blanket,
(Bend another finger down)
Then there were two.
Two sleepy puppies,
Too tired to run,
One lay upon the rug,
(Bend another finger down)
Then there was one.
One sleepy puppy said,
"Night has begun"
He found a pillow,
(Head down, eyes closed)
Then there were none.

Counting Songs: Ten Little Indians; John Brown Had a Little Indian.

Five Little Kittens

(Instruct your child to hold one hand in the air with all fingers up)

Five little kittens
Sleeping on a chair,
One roll off
(Child should bend down one finger)
Leaving four there.
Four little kittens.
One climbed a tree
To look at a bird's nest,
(Bend another finger down)
Then there were three.
Three little kittens
Wondered what to do,
One saw a mouse,
(Bend another finger down)
Then there were two.
Two little kittens
Playing in the sun,
One chased a ball,
(Bend another finger down)
Then there was one.
One little kitten
With fur soft as silk,
Left all alone to
Drink a bowl of milk.

Clay

Mix 2 cups flour, 1 cup salt, 2 tbsp. cooking oil, water as needed. Food coloring may be added for color. Store in covered plastic container.

Sound Off

Have your child march and chant.

You: "Sound off."
Child: "One, two."
You: "Sound off."
Child: "Three, four."
You: "Sound off."
Child: "One, two, three, four, One, two (pause) three four.

Papier Mache

Mix flour and water to make "library paste." Tear newspaper into strips. Soak strips in paste; then mold over balloons, clay figures, etc.

Homemade Butter

Put a small carton of whipping cream into a jar and shake until butter forms.

Navajo Fry Bread

2 cups flour
4 tsp. baking powder
1 tsp. salt
2/3 cup warm water

Mix all ingredients. On a flat surface, dut with cornmeal and roll ball of dough to 1/4" thickness Fry in 3" cooking oil.

G E3 121

APPOINTMENT REQUEST

If you would like to talk with the teacher of your son or daughter about his or her progress, please complete the form below and leave it with your child's teacher or send it in to the principal's office. You will be contacted about a specific time and place for your conference

---

I would like to have a conference with _____ to
(Name of Teacher)

discuss the progress of _____ in _____
(Name of Student) (Name of Subject)

The most convenient time for me is _____.
(Date and Time)

I can be contacted by phone at _____.
(Telephone Number)

Signed _____
(Name of Parent or Guardian)

G E3 121

Dear Student:

This booklet has been specially prepared for you and your family. It is a guide to the services available to each of you from your counselors and the Guidance Department.

We urge you and your parents to be good consumers and to use these available services to help you make informed choices and to get the most out of your education at Bethlehem Central High School. As this booklet will point out, there are a variety of services, programs and information available to you for the asking.

Please call on us when necessary and have a most successful year.

Sincerely,

Mr. Bruce Austin
Ms. Karen Boggs
Mr. Eugene FitzPatrick
Mrs. Mary Ann Mitchell
Mr. Richard Villa

Your Counselors

Getting Acquainted . . .

WHAT IS A COUNSELOR?

Your counselor is a person who is trained to understand that you are a unique and very important person. Your counselor's job is to help you succeed in school and to reach your fullest potential. Most of all, your counselor is someone to talk to.

HOW TO USE THE GUIDANCE OFFICE

It's easy! Just walk in and say "I'd like to see my Guidance Counselor, please."

WHEN CAN YOU USE THE GUIDANCE OFFICE?

Come in any time you have a pass from a study hall, at lunch time, before school, or after school. Sometimes you have to wait a short time or even come back a little later, but you are always sure to see your counselor. In case of an emergency, come in right away. Some counselor is always available to help.

Talking It Over . . .

WHAT CAN YOUR COUNSELOR DO FOR YOU AND YOUR FAMILY?

Besides being someone to talk to, your counselor can do many things to help you succeed in school. Here are some examples:

- **Individual Counseling**
  This is probably the most important service we provide for you. Having difficulty in Math? Worried about a personal problem? Having a conflict with a teacher? Come in and see your counselor. We know a lot about these problems and we can usually help. What you tell us is always confidential.

- **Group Counseling**
  Sometimes it's helpful to talk with other students who are concerned about or interested in the same things. We'll let you know when we're forming a group that might be helpful to you. If you and a friend have an idea for a group, tell your counselor.

- **Teacher/Student Conferences**
  Many times what looks like a big problem is really just a misunderstanding. Your teachers are anxious to help you, and very often a 10 minute conference with your counselor and your teacher is all that is needed to get you back on the road to success. Let us know if you would like a teacher/student conference. We'll suggest it when we think it will help.

- **Parent Conferences**
  Your parents and your counselor have the same goal: a successful and happy school year for you. To arrange a conference all your parents or guardians have to do is call your counselor. We'll take care of the rest!

- **Parent/Teacher Conferences**
  The best way for your parents or guardians to find out how you're doing in class is to meet face-to-face with your teacher. Parent/teacher conferences can be requested by your parents, your teacher, your counselor, or even you. Your counselor can easily arrange for your parents to meet with one or more of your teachers. All that's needed is a day or two notice.

- **Student/Parent Conferences**
  It is not unusual for a student or a parent to request a conference that includes just the parent, the student and the counselor. These conferences can be very helpful, and we'll be glad to make the arrangements.

Helping You Succeed . . .

ORIENTATION

One of the services provided by your Guidance Office is helping new students become accustomed to their new environment. We do this when students move from school to school as well as from grade to grade. Feeling comfortable can have a lot to do with success.

Meetings are also arranged with parents, administrators and teachers to assure easy grade-to-grade transitions.

If, as the school year progresses, you experience further adjustment problems, we'll be available to help.

STUDENT TUTORING PROGRAM

Many students are anxious to use their study halls to tutor others who are having academic problems. Sometimes students seem to learn certain subjects easily from other students. Your teachers are always willing to suggest a good tutor, and your counselor maintains a list of student tutors.

PROFESSIONAL TUTORS

When a student tutor is not sufficient, your counselor will be glad to recommend to your parents a professional tutor who will help you at school or at home.

ABSENTEE ASSIGNMENTS

Whenever you are absent for several days it becomes very important to keep up with your school work. The best way to accomplish this is by making arrangements to have your assignments sent home. All you have to do is call the Main Office and we will make sure your assignments are available.

HOME INSTRUCTION

In the event of an extended absence, it may be necessary for you to receive instruction at home. This instruction will be provided by a professional teacher at no cost to your family. If the need arises, just call the Guidance Office and we will explain the entire procedure.

Evaluating Your Progress . . .

TESTING

Through the course of the school year several tests are administered by the Guidance Office. Each test has a purpose and they can all be very useful in helping your counselor, your parents and you make your education more meaningful.

At the high school level you will be offered the opportunity to take interest inventory, aptitude, and achievement tests. A ninth grade Aptitude Test, Preliminary Scholastic Aptitude Tests (PSAT), American College Testing (ACT), Scholastic Aptitude Tests (SAT), and other evaluations will be offered.

Your counselor will explain each test in detail when it is offered and we will review all your results when they are returned.

Planning Your Future . . .

COURSE SELECTION

In January a counselor will be working with you during a regularly scheduled class to select courses for next year. At this time students will receive a Student Scheduling Curriculum Handbook and a course selection sheet which is to be reviewed by parents and returned to your counselor. Students are counseled individually on course selections needed and parents are invited to come in to discuss these selections with the counselor as necessary.

CAREER GUIDANCE

The Guidance Department offers a formal program in Career Guidance and information. Regular group meetings are held at all grade levels providing instruction in study skills, self understanding, decision making, test interpretation and elements of post high school planning as well as other related topics. An extensive library of career and college information is maintained at the High School and it is available to both students and parents. The Guidance Information System on careers and colleges is available from the counselors using the computer terminal in the Guidance Office. The guidance secretary or one of the counselors will be glad to show you how to find and use any of these resources.

CAREER FILMS

Throughout the school year the Guidance Office will present a series of career films designed to make you more informed about all the career possibilities you have. We'll have films about as many careers as possible. Attendance at these films is voluntary, but if you attend, you'll probably find a career that's worth looking into. Your counselor will help you find more information about the careers that interest you.

VOCATIONAL SCHOOL PLANNING

More and more students are seeing the value of spending two or more of their high school years at a B.O.C.E.S. Vocational/ Technical School.

If you think you may be interested in a vocational school education, you should plan to visit the Vocational School on the Watervliet-Shaker Road in Colonie. Your parents may also wish to accompany you on this visit. Your counselor will be glad to help you make the arrangements.

POST SECONDARY EDUCATION

It is never too soon to be thinking about the possibility of continuing your education after high school graduation. Your counselor has information about technical schools, two and four year colleges, and the military. Numerous college catalogs, financial aid forms and scholarship information are all available to you. Interested in an unusual college major? We'll find the colleges that offer it. We will help you apply! More than one hundred colleges send representatives to Bethlehem each year. The schedule of visitors is published in the Guidance Newsletter and posted on the master calendar in the Guidance Office. Parents and students are encouraged to attend these meetings which are aimed primarily at 11th and 12th graders. One of the guidance publications, The Visitation Program, is available and gives more detailed information on this service.

Other Services . . .

REFERRALS

Whenever a problem arises which requires the assistance of a specialist, your counselor will be glad to make the actual referral or to suggest helpful agencies you might want to consider. In addition, when a possible learning problem presents itself, we'll recommend a referral to our Professional Services Unit. The people there may do testing and then suggest strategies which may contribute to your success in school. When an outside referral is made, your counselor will keep in touch with the outside agency and try to coordinate its efforts by providing you needed support in school.

FINDING A JOB

Jobs for teenagers can be difficult to find. But if you have the initiative to look, we can help. See your counselor if you need working papers, a Social Security number, a letter of recommendation, or assistance in filling out a job application. We'll also offer some tips you can use when interviewing for a job.

In addition, we'll let you know if we hear of any job opportunities.

SPECIAL PROGRAMS

From time to time, as the need arises, your Guidance Office will present special school-wide or community-wide programs of special interest. If you have an idea for a program that would be of interest to the student body or your parents, let us know. We'll do our best to put together a presentation.

Now that you know who we are and what we do, we're looking forward to seeing you. Remember . . . your counselor is here to help YOU! Why not stop in soon?

Have A Successful School Year!!!

QUESTIONS AND ANSWERS

for

PARENTS OF STUDENTS ENTERING 7TH GRADE

at

CASSADAGA VALLEY JR-SR HIGH SCHOOL

Dear Parents:

This booklet is prepared by the Guidance Office to help you understand the policies and procedures that apply to your son/daughter as he/she continues his/her educational career at the Jr-Sr. High School. We hope by knowing this information you will be better able to be a partner with your son/daughter in their endeavors throughout Jr-Sr High School. We would welcome any comments or additional questions that you may have.

Sincerely,

Brian R. Jordan

Brian R. Jordan

Samuel Prinzi

Samuel Prinzi

June, 1983

219

1. HOW LARGE IS CASSADAGA VALLEY JR-SR HIGH SCHOOL AND HOW MANY STUDENTS WILL BE IN THE 7TH GRADE CLASS (CLASS OF 1989)?

   The 1983-84 enrollment at the Jr-Sr. High school will be approxiamtely 700 students. The 7th grade class will enroll approximately 130 students.

2. HOW IS THE SCHOOL YEAR DIVIDED?

   The school year is divided into two (2) semesters and four (4) quarters.

   First Quarter - Sept. 6 - Nov. 10
   Second Quarter - Nov. 14 - Jan. 27
   (End of 1st Semester)

   Third Quarter - Jan. 30 - March 30
   Fourth Quarter - Apr. 2 - June 22
   (End of 2nd Semester)

3. HOW MANY SUBJECTS WILL MY CHILD TAKE IN THE 7TH GRADE?

   Your son/daughter will be taking English, Social Studies, Math, Science and Phys. Ed. all year. All 7th graders will also be taking Art, Music and Practical Arts (Cooking and Metal Shop) for one semester (20 weeks). Some students may also be required to take Remedial Reading and/or Remedial Math. Jr. High Chorus and Jr. High Band are also available.

4. HOW MANY TEACHERS WILL MY SON/DAUGHTER HAVE?

   Your child will usually have a different teacher for each class.

5. WILL MY CHILD HAVE A GUIDANCE COUNSELOR?

Yes, all students are assigned to a counselor. Either counselor is available to work with your child and may do so during the course of each school year. Usually within the first few weeks of school counselors will be meeting with small groups of 7th graders for orientation purposes.

6. HOW DOES A STUDENT SELECT WHAT COURSES THEY TAKE IN JUNIOR HIGH SCHOOL?

Except for band and chorus, students do not select any classes. All 7th and 8th grade students are given a schedule of assigned, required classes.

7. HOW LARGE ARE THE 7TH GRADE CLASSES?

Approximately 23 - 27 students in each class.

8. WHAT IS THE GRADING SYSTEM AT THE JR. HIGH SCHOOL?

The grading system is similar to the high school with students receiving the numerical average for the particular 10-week period for Report Card grades.

(A) = 92-100 = Outstanding
(B) = 83-91 = Above Average
(C) = 74-82 = Average
(D) = 65-73 = Below Average
(F) = below 65 - Failing

Each teacher has their own system of how many tests and/or quizzes your child will take in class.

9. WHEN DOES A PARENT LEARN ABOUT HOW THEIR CHILD IS PROGRESSING IN EACH COURSE?

Report Cards are issued at the end of each quarter. Between report cards, at 5 week intervals, if your child is not doing well in a particular class, that teacher may issue a progress report informing you of the problem and why your child is not doing well. Progress reports are then mailed home. A parent may call the school at any time and ask to speak with a teacher or set up a parent conference at a mutually convenient time.

10. WILL FINAL GRADES BE SENT HOME OR GIVEN TO STUDENTS TO TAKE HOME?

During the year students receive their Report Card in school. Final Report Cards are mailed directly to the parent or legal guardian and usually should arrive during the last week in June or the first week in July.

11. IF I HAVE SOME CONCERNS ABOUT MY CHILD'S ACADEMIC WORK, WHOM SHOULD I CONTACT?

Your best contact would be your child's Guidance Counselor. Feel free to call the school at 962-5155 or stop by the Guidance Office located on the first floor across from the General Office at the Jr-Sr. High School.

You may also contact your son's/ daughter's teacher(s).

12. WHEN DOES MY CHILD GET HIS/HER LOCKER AND LOCK?

Lockers are assigned at the beginning of the year. Locks for lockers must be purchased in the General Office, as locks from outside of school may not be placed on school lockers. All students are reminded not to give out their lock combination to anyone.

13. DOES MY CHILD HAVE TO TAKE GYM CLASS?

Yes. All students are required to participate in Physical Education classes unless a medical excuse signed by a Doctor is brought to the school nurse. Students are expected to also purchase approved gym suits, gym shoes and provide their own towels for showers.

14. WHAT ARE THE SCHOOL HOURS?

The regular school day is from 8:00 A.M. to 2:20 P.M. Teachers are available for extra help with subjects from 2:30 until 3:30 each Tuesday and Thursday.

15. IS THE LIBRARY AVAILABLE TO STUDENTS DURING THE DAY?

Yes. Unless it is being used by an entire class, the Library is available for student use every period and after school.

16. WHAT TYPE OF FOOD FACILITIES ARE AVAILABLE?

The cafeteria serves a Class A hot lunch as well as a cold lunch program. Milk is available for those who care to bring their own lunch.

17. WHAT TYPE OF HEALTH FACILITIES DOES THE JR-SR HIGH SCHOOL HAVE?

The Health Office is open daily and a Registered Nurse is usually available in the building.

18. IF MY CHILD IS SICK AND MISSES SCHOOL, WHAT SHOULD THEY DO WHEN THEY RETURN?

Signed parental excuses for short-term absences should accompany the student when he/she returns to school. The excuses should be submitted to the homeroom teacher.

For any long term illness or hospitalization period, parents should contact our school nurse.

19. WHAT ABOUT EXTRA-CURRICULAR ACTIVITIES--ARE ANY AVAILABLE?

Athletic programs, special interest clubs, junior high chorus and band and junior high student council are available to interested junior high students.

20. IS SCHOOL ATTENDANCE MANDATORY FOR MY CHILD?

Yes. According to New York State Law, all children between the ages of 6 and 16 years in proper physical and mental condition shall receive full-time instruction in a public, private or parochial school.

21. HOW MUCH HOMEWORK WILL MY CHILD BE GETTING?

Generally speaking, your child will probably be getting some homework in each subject every night. If there is ever a question, parents should contact the school immediately. Your child should be spending some time <u>each</u> night on homework.

22. WHAT SHOULD MY CHILD DO IF HE/SHE LOSES SOMETHING?

Report whatever is missing to the General Office as soon as possible.

23. IF MY HOUSE IS LOCATED ON A ROAD WHERE A HIGH SCHOOL BUS HAS <u>NOT</u> BEEN RUNNING, WHAT SHOULD I DO?

If a student lives on a road where no high school bus runs, you should notify the school's transportation department so that they can make the proper bus route arrangements. (Spur routes branching from main routes for students in grades 7 through 12 must be at least .5 mile in length, one way.)

24. IF I HAVE SPECIFIC QUESTIONS CONCERNING TRANSPORTATION, WHOM SHOULD I CALL?

Feel free to call the school at 962-5155 or stop by the bus garage located in front of the high school and ask for Mr. Ken Chadwick, Transportation Supervisor.

25. **WHAT DOES C.V.C.S. EXPECT OF EACH STUDENT?**

The teachers and principals expect that each student will work to their best ability and use all the resources of our school. Each student will be expected to abide by all the rules and regulations as outlined in the student code of conduct.

26. **WHAT DOES C.V.C.S EXPECT OF PARENTS?**

To be a concerned and interested partner in your son's/daughter's education with us.

27. **WHERE DO WE FIND OUT MORE INFORMATION ABOUT C.V.C.S. AND OTHER RULES AND REGULATIONS?**

Each year every family in the district is mailed a Cassadaga VAlley School Calendar Handbook which contains scheduled activities, school rules and other useful information.

DEER PARK UNION FREE SCHOOL DISTRICT

Deer Park High School
30 Rockaway Avenue
Deer Park, New York 11729

Main Office: 242-6548

Ronald F. Paras, Ed. D.
Superintendent of Schools

Fillmore K. Peltz, Ph. D.
Principal

Richard Banyon
Assistant Principal

Leo O'Reilly
Assistant Principal

Owen Spanier
Assistant Principal

June 1982

Dear Employer:

Our job booklet has been prepared to assist you and our graduates in the process of investigating, selecting and entering full time employment.

Presented to you in this booklet are resumes of our seniors who will be seeking full time employment immediately after graduation.

These young people have had some type of specialized training and preparation during high school. Many of them have also had varying degrees of work experience, either on their own or through school supervised work experience programs.

We encourage your use of this booklet in attempting to fill your employment needs. We would be happy to assist in any way. If for any reason you are unable to find a student within this booklet who fulfills your particular job need, please feel free to contact us at 242-6558 for further assistance.

Sincerely,

Supervisor of Student Services

Accredited by: Middle States Association and the New York State Board of Regents
Member: The College Board and the College Scholarship Service Assembly

GRADUATING SENIOR RESUME

G S5 130

DEER PARK HIGH SCHOOL

NAME: BIRTHDATE: HEIGHT: WEIGHT:

ADDRESS: SOC. SEC.
TELEPHONE:

TYPE OF POSITION DESIRED:
Auto mechancis

ALTERNATE CHOICE OF WORK:
mechanic - small engine

RELATED SCHOOL SUBJECTS:
Wilson Tech - auto mechanics

RELATED SCHOOL SUBJECTS:

SKILLS OR EXPERIENCE POSSESSED:
all usual
maintenance procedures
on brakes, front end, chassis,
tuneups, exhaust

MACHINES OPERATED:
all automotive test equipment and
special tools.

TYPING SPEED: W.P.M. SHORTHAND SPEED: W.P.M.

SUBJECTS LIKED BEST:
auto mechanics

HOBBIES:
working on cars
and building my own

EXTRACURRICULAR ACTIVITIES:

WORK EXPERIENCE: (PREVIOUS EMPLOYMENT - BEGIN WITH MOST RECENT EMPLOYMENT):

PLACE OF EMPLOYMENT:
Heritage Sheet Metal Fabrications, Inc.

TYPE OF BUSINESS:

ADDRESS: 500 Brook Avenue
Deer Park, NY

DATE OF EMPLOYMENT: FROM MO./YR. 10-81 TO MO./YR. ---

POSITION HELD:
part time worker

STARTING PAY RATE: $3.35 FINAL RATE: $3.35

DUTIES PERFORMED:
Load trucks
clean shop

PLACE OF EMPLOYMENT:
Active & Passive Components

TYPE OF BUSINESS:
Radio Frequency Filters

ADDRESS: 148 Sweet Hollow Road
Old Bethpage, NY

DATE OF EMPLOYMENT: FROM MO./YR. 6-20-81 TO MO./YR. 8-20-81

POSITION HELD:
part time worker

STARTING PAY RATE: $3.35 FINAL RATE: $3.50

DUTIES PERFORMED: shipping & receiving
stock, soldering assembly

OBJECTIVE I: Students will be able to identify skills, interests and abilities.

Activities

Required: a. Skills Analysis Form

Optional: b. My Job Interest Are Me

Optional: c. Matching Interests With Jobs

Optional: d. Have students share one good personal characteristic, ability or skill with others in the class and how this characteristic would be useful to an employer.

Required: e. Read and discuss How To Write A Resume. Write a resume - go through the checklist before the resume is finalized. Trade resumes with another student. Do they have any recommendations?

OBJECTIVE II: Students will be able to identify sources for job information.

Activities

Required: a. Have student list on paper or have the class list on the board all the places, books, people, etc. they might check for employment opportunities. Use the source list provided to discuss advantages/ disadvantages of each source.

Optional: b. Have the students choose a job or career they would be interested in exploring. Then let them do research on the particular job using the GIS, the D.O.T. and the Occupational Outlook Handbook, which can be found in the Career Information Service. (See Researching Potential Job)

OBJECTIVE III: Students will fill out an application form accurately.

Activities

Required: a. Vocabulary List (Words On Application Forms)

Required: b. Fill out an application form of your choice. When finished use the application form check list.

Optional: c. Write a cover letter.

OBJECTIVE IV: Students will be able to identify good and bad interviewing techniques.

Activites

Required: a. Read and discuss The Employment Interview, At The Interview, After The Interview, Answering The Interviewer's Questions.

Optional: b. Listen to the first interview on the tape - pick out the bad interviewing techniques.

Optional: c. Role play an interview.

Dear Edgemont student and parents:

This guide to summer opportunities has been compiled to give you insight into the variety of ways in which your leisure time can be used. If you are interested in enrichment education and would like to see what life at a prep school or on a college campus is like, you will find these types of programs listed. If you love art, music, dance, ecology, math, science, or journalism, you will find those areas listed under specialized programs. If travel seems like great adventure - or if you love the outdoors, you will find ideas suggested which you might like to explore. If you must stay closer to home, remember that volunteer work can be very satisfying and shows you care about others. If you are a junior or senior, and college expenses look difficult for your family to meet, summer employment indicates you recognized the problem and did something about it.

All the information listed is suggested not recommended. Address and phone numbers have been given, whenever possible, to help you get more detailed information. An active summer information file is available in the Pupil Personnel office for reference use. We hope this guide will help many of you to have a happy, interesting summer.

Edgemont UFSD

Guide to Summer Opportunities

INDEX

Volunteer Work 1,2

Employment 2

Preparatory School Programs 3

Travel Abroad 4-5

Study Abroad (older students) 6

Outdoor/Wilderness Program 7-8

Camps 8

Miscellaneous Programs 9

Educational Opportunities 10-15

Specialized Programs . . . . . .

- Design/Art/Architecture 16-17
- Dramatics/Theatre 18
- Dance 19
- Music 19-20
- Journalism 20
- Math/Science 21-23
- Ecology 23

High School Programs (local) 24

Additional Sources of Information 25

This Teacher's Guide is an aid to secondary faculty to assist them in using the 1983 Career Planning Guide for infusion of career education in their curriculum. We strongly encourage faculty to look at the lesson plans in all of the subject areas because many of them can easily be adapted to their subject areas.

TABLE OF CONTENTS

	Title	Skill	Page
	Selected sources of Career Information		1
GENERAL LESSON PLANS:	"Introduction to the Career Planning Guide"	reading, comprehension skimming.... using table of contents	2-3
	"Self Awareness, Positive Self-Image"	matching values and self-image..... with career choice	4-6
	"Career Education Unit"	research, classify, prioritize,.... note taking, summarizing	7-8
	"High & Low Demand Occupations"	interpretation of charts	9-10
	"The Job Interview"	interviewing, role playing,..... analyzing	11
	"Extra-Curricular Activities"	self analysis, career planning.....	12
	"The Southern Tier Job Market"	writing, interpretation, research..	13
	"Job Attitudes & Achievement Motivation"	teamwork, group problem-solving....	14
	"Myths, Reality, & Values of Non-Traditional Careers"	writing, role playing	15
	"Ideas About Starting Your Own Business"	writing, reading, discussion	16
	"How School Courses Relate to the Working World"	reading, interpretation	17
	"Test Your Values on Roles for Men & Women"	reading comprehension	18-9
	"Considerations for Your Career Lifetime"	writing	20
	"Education & Training for the Job"	reading & interpretation	21
	"Selling Yourself"	landing a job	22
	"Why Take That Subject"	classify, inference	23

Elmira City Schools

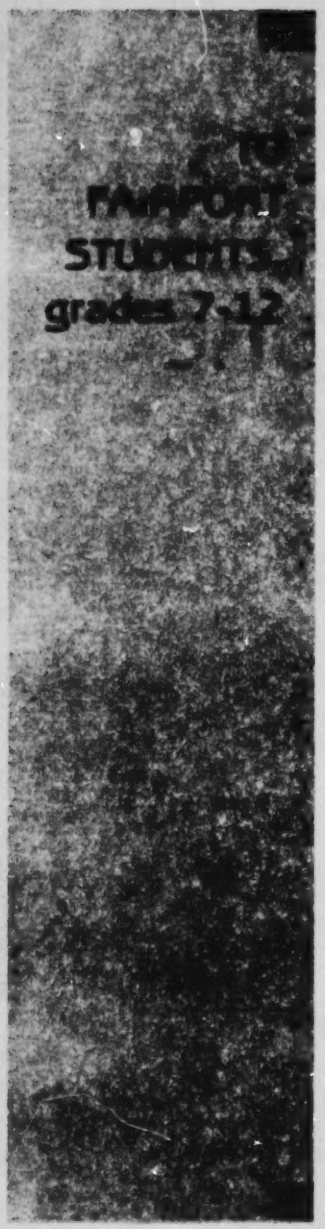
207

G S5 133

	Title	Skill	Page
ENGLISH LESSON PLANS:	"Relationship Between Personality and Career Choice"	reading, conversation, composition	24-5
	"A 'Walk to' Field Trip"	listening and writing	26
	"The Application Form and Interview"	writing and speaking	27-9
	"Exploring Career Choices"	oral reading, silent reading, and comprehension skills	30
	"Why Study English?"	interviewing technique, note-taking, verbal communication, writing	31
	"Job Description"	writing	32
	"Career Vocabulary"	vocabulary and spelling	33
	"Guest Speakers"	listening	34
	"Schools/Courses That Train You For Jobs"	reading comprehension, outlining, writing summaries	35
	"Researching Careers"	public speaking, research, reading, and writing	36
	"Developing Sensitivity About Sexism in Language"	grammar skills, writing, reading discussion	37
	"Letter of Inquiry"	letter writing	38
	"Expanding Awareness of Women's/Men's Career Roles"	reading, research, writing, & public speaking	39
	"The Cover Letter"	letter writing	40
	"The Resume"	writing	41
SOCIAL STUDIES LESSON PLANS:	"Recent Employment Trends"	data interpretation, compare/contrast	42-5
	"Changing Trends in Occupational Standings"	research, reading, and writing	46-7
	"Careers of the Future"	research	48-9

G S5 133

	Title	Skill	Page
SOCIAL STUDIES LESSON PLANS CONT'D:	"Computers"	point of view, essay	50
	"Filling Out Job Applications"	writing, following directions, and communicating	51
	"NYS History/Career Education"	interviewing, categorizing	52-3
	"Learning About Different Jobs"	classifying, graph construction, inference	54
	"Immigration"	research, generalize, compare/contrast	55
	"Selecting A Career"	research, reading, writing	56
	"Job Skills, Education, & Cost of Education"	research, reading, writing	57
	"Presidency"	analyze, classify, inference	58
MATH LESSON PLANS:	"Math in Selling"	computing commission	59
	"Paycheck Stub Analysis"	computation, percents	60-1
	"Statistics"	mean - median	62
	"Awareness of Math Careers"	computation, graphing, percents, mean, median, mode	63
	"Changing World of Math"	awareness of math needs	64
	"Math in Demand Occupations"	learning why math is important.... research	65
	"Graphs and Computation"	graphing, and multiplying decimals	66
	"Jobs in Math Related Careers"	awareness of math careers	67
	"Entrepreneurship"	graphing, computation, & analysis	68
	"Women in Math Related Careers"	awareness of math careers, means & ratio	69
	"Computer Related Careers"	awareness of math careers	70



THIS GUIDE IS FOR YOU AND YOUR PARENTS. USED CAREFULLY IT WILL:

-- *outline specific steps you must take to get you through red tape and into a job, training, further education or the military.*

-- *help you to make decisions about your future.*

-- *show you how to present your best image to those who will be judging you and deciding your future.*

Published by:

The Guidance Department

FAIRPORT CENTRAL SCHOOL DISTRICT
FAIRPORT, NEW YORK 14450

September 1983

Credits:

Diane King, FHS counselor

Office of Pupil Services, FCSD

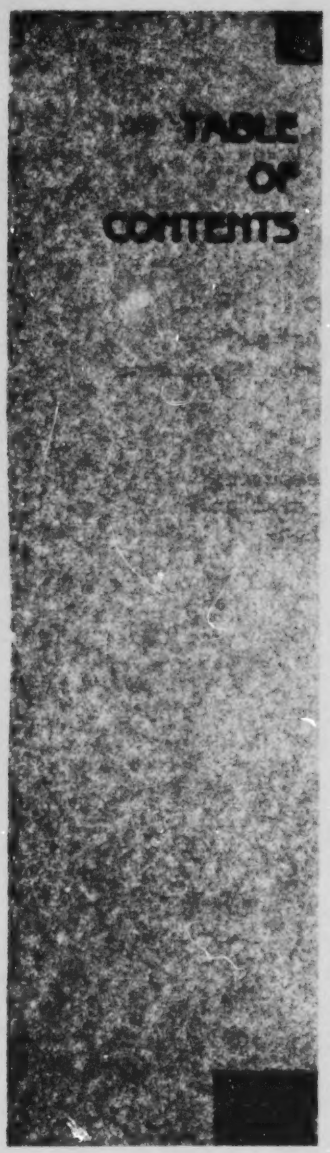
Office of Information/ Community Relations, FCSD

THE FAIRPORT CENTRAL SCHOOL DISTRICT PROVIDES EQUAL OPPORTUNITY TO ALL STUDENTS AND EMPLOYEES REGARDLESS OF SEX, RACE, HANDICAP, COLOR AND NATIONAL OR ETHNIC ORIGIN.

Further inquiries regarding compliance may be directed to the following persons:

Title IX Robert W. Mason
Section 504 Robert D. Finnerty

38 West Church Street, Fairport, New York 14450 (716-223-7600)



I. Getting the Most Out of the Guide (page 4)

II. Where Have You Come From and Where Are You Going (page 5)

III. DISCOVER YOURSELF: Career Groups (page 6)

overview - grades 7-12
countdown deadlines for junior and senior years

IV. ENRICH YOURSELF: Use Your Community (page 12)

summer programs
studying or living in another country
volunteer
work
shadowing
Explorer groups
internship
career speakers
college speakers
school activities

V. PROMOTE YOURSELF: Getting the Job or College You Want (page 16)

the interview
the application procedures
other types of applications you might want

VI. PROVE YOURSELF: Test Taking (page 26)

college entrance tests
personal knowledge tests
ASVAB: military aptitude test
Harrington O'Shea: career decision-making inventory

VII. SUPPORT YOURSELF: Scholarship, Financial Aid, and Other Ways of Getting College Dollars (page 29)

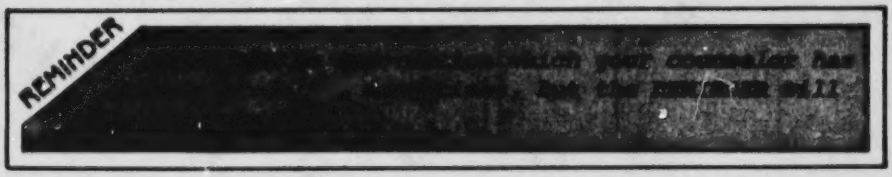
dollars based on need
dollars up for grabs

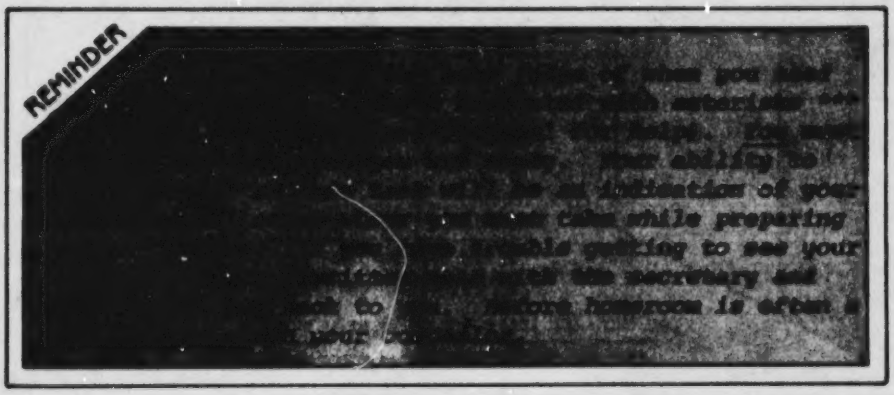
VIII. APPENDICES (pages 34-46)

Appendix 1. Important Guidance Dates, 1983-84
Appendix 2. Testing Calendar, FHS, Guidance Department
Appendix 3. College Entrance Tests
Appendix 4. Books to Help You
Appendix 5. Shopping for a School
Appendix 6. Scholarship/Financial Aid Resources
Appendix 7. Scholarships: some that are available
Appendix 8. Alternatives to the High School
Appendix 9. Sample Transcript

This Guide will serve to assist you in working productively with the many career resources available. Only you can use them. To refresh your memory, they are:

your counselor
library/computerized services/related staff/printed materials
the community
your own strength
your family and friends





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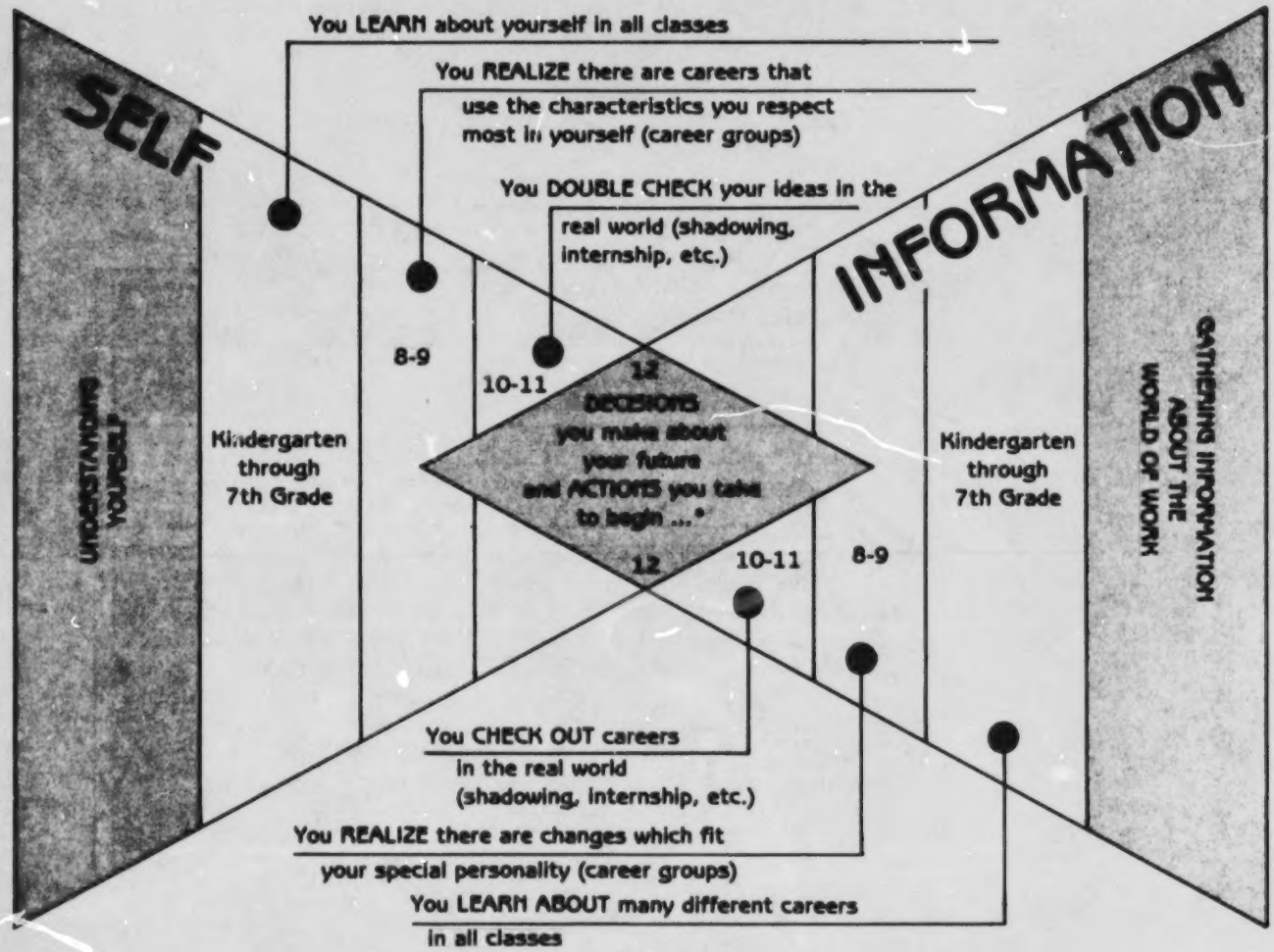
WHERE HAVE YOU COME FROM?
WHERE ARE YOU GOING?


You LEARN about yourself in all classes
You REALIZE there are careers that use the characteristics you respect most in yourself (career groups)
You DOUBLE CHECK your ideas in the real world (shadowing, internship, etc.)
SELF
UNDERSTANDING YOURSELF
INFORMATION
GATHERING INFORMATION ABOUT THE WORLD OF WORK
Kindergarten through 7th Grade
8-9
10-11
12
DECISIONS you make about your future and ACTIONS you take to begin ...*
Kindergarten through 7th Grade
12
10-11
8-9
You CHECK OUT careers in the real world (shadowing, internship, etc.)
You REALIZE there are changes which fit your special personality (career groups)
You LEARN ABOUT many different careers in all classes

*Interviews and applications for jobs, college, military or training. Looking for financial aid, etc.

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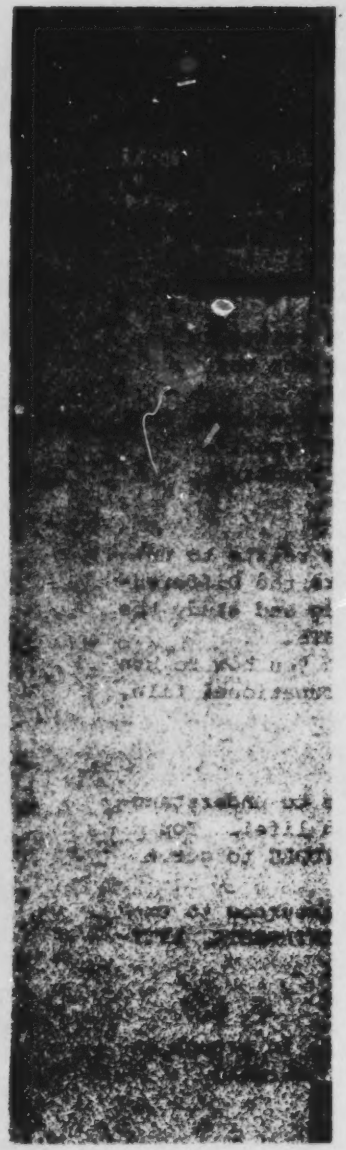

You participate in the Guidance Department's Career Education groups every year from seventh grade on, and in classroom-related career activities from kindergarten. The chart on the preceding page is a review of those years. Here is a summary of the activities covered.

K-12*

CLASSROOM: Career Exploration Assignments

*For further information, read the Career Education Curriculum available in in Guidance Office

7-12

GUIDANCE: Career Groups

7TH GRADE

1. Examination of Life Interests
2. How to discover careers

8TH GRADE

1. Examination of Life Aptitudes
2. Career Awareness

9TH GRADE

1. Examination of Life Values
2. Career Awareness

10TH GRADE

1. Creating a total self-awareness picture (Harrington O'Shea Career Interest Inventory)
2. The Career Decision-making Process

11TH GRADE

1. How to discover and pursue future training, education, job interviews, etc.
2. PSAT test interpretation/ACT & SAT preparation
3. Shadowing (reviewing your career choice in the field)

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12TH GRADE

1. Orientation: early September for college application procedures, financial and jobs, etc.
2. Internship

7th GRADE

1. Life Interests. The activities you do in groups relate to understanding yourself as a person, particularly the way your daily decisions are influenced by your interests.
2. Career Awareness. You do activities which teach you about the many career information resources available in Fairport's Guidance libraries and libraries throughout the country.

8th GRADE

1. Life Aptitudes. The activities you do in groups relate to understanding your APTITUDES (abilities). You take the Differential Aptitude Test (DAT). See section on testing and study the results, putting them together with your INTERESTS.
2. Career Awareness. You do activities which teach you how to use the career resources in libraries (computer, occupational file, books).

9th GRADE

1. Life Values. The group activities you do relate to understanding your VALUES (what you consider important in life). You compare the values with your INTERESTS AND APTITUDES to get a complete picture of YOU.
2. Career Awareness. You practice using library resources to expand your knowledge of careers which suit your INTERESTS, APTITUDES, and VALUES.

10th GRADE

1. Putting yourSELF together. The activities you do in groups enable you to evaluate what motivates you and how you make decisions.

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2. Decision-making. You do activities such as the Harrington O'Shea Inventory which teach you organized methods of making career decisions. (See section VI: Prove Yourself.)
3. Follow up:
   a. Work in the Guidance Library to expand your knowledge of the several career opportunities in fields you like. Force yourself to discover new, meaningful alternatives.
   b. See your counselor with your lists of new careers and discuss them. Share them with your parents, too.

11th GRADE

1. "Where will I go after high school?" You do group activities which teach you how to research colleges, apprenticeships, the military and other training options. (See Appendix 3, 4, 5.)
2. Testing. You learn how to interpret your PSAT score and prepare for the SAT/ACT and Achievement Tests. (See section VI: Testing.)
3. Shadowing. You are encouraged to register for the Shadowing Program. You can follow a professional for one day in order to get ideas about your careers. (See section IV: Using Community Resources.)
4. Follow-up:
   a. Pay close attention to the junior/senior countdown on page 10.
   b. Work in the Guidance Library to expand your lists of colleges, trade schools, military training programs, apprenticeships.
   c. See your counselor with the lists and systematically narrow them down.
5. Visit two- and/or four-year colleges during SPRING VACATION so you can change your senior schedule if some colleges and majors require different courses than you have on your record.

12th GRADE Orientation (early September)

1. Procedures. You review procedures for making applications -- to college, for financial aid, jobs, etc. (See section V: Promote Yourself.)
2. You make an appointment with your counselor to review your records and finalize your plans (BEFORE OCTOBER 30).

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MANHASSET PUBLIC SCHOOLS

Guide Posts

PARENTS' GUIDE TO THE GUIDANCE DEPARTMENT

MANHASSET PUBLIC SCHOOLS MANHASSET, NEW YORK

Guidance is a supportive process whereby the school, in cooperation with parents, tries to help each student become a well-educated, well-adjusted individual who can live comfortably in today's complex and swiftly changing world. Guidance, an integral part of the educational process, is a comprehensive service which recognizes that each student is unique, requiring individualized learning experiences, and probably more importantly, a positive school environment. The emotional-personal development of the student is as important as his intellectual development and the two are inseparable in the real education of a human being. Guidance is a voyage of self-discovery, a freeing process, which hopefully will result in the exciting development of the maximum self. In today's shifting and dynamic society, severely challenged by young people, guidance counseling must be in the center of the struggle to maximize the individual and in so doing, to help build the maximum positive society.

The guidance staff are specialists in education, prepared to carry on certain functions different from any other staff members. Some of the factors involved in this unique function are the following:

1. Counseling is different in emphasis from teaching because the subject matter of this learning experience is the learner himself.
2. The counseling relationship focuses on the assets and positive attributes of the student because self-acceptance is crucial to successful school and social adjustment.
3. The guidance staff must be sensitive to the student as the student sees himself and the situation, if they are to be more than laymen engaged in a pleasant conversation with the student.

A planned sequential, developmental guidance program can provide for educational, personal, social and functional growth and development.

Between kindergarten and twelfth grade, each student has some contact with the guidance department. These contacts may be brief or extended, depending on his needs and his willingness to accept help. Guidance personnel utilize all the information available regarding a student. They study his school record, confer with staff specialists, administrators and also consult with parents.

The parents play the most important part in guidance because the student spends most of his time with them. But when the youngster is in school, the teachers and the guidance staff are alert to all phases of his development. The guidance department includes specialists trained to help parents, teachers and students deal effectively with problems of growth and development. These specialists include the counselors, psychologists, social worker, reading specialists, individual development teachers, and speech therapist.

Work of the Counselor. Each counselor works in many ways with individuals and groups. His work is to help the students answer the question, "What shall I do?" by helping them to learn more about themselves, examining alternatives, enabling the students to assess strengths and weaknesses in order for students to become more able to make wise decisions.

In counseling students, the counselor uses the cumulative record, which is a complete file containing necessary data about educational experiences in and out of school, special activities and interests, test information, health record and any other information deemed important in guiding the students effectively.

In the Junior-Senior High School, all students are assigned to specific counselors. Through conferences with students and parents, course selections are made, concerns that affect the students' progress are discussed and plans are developed tailored to the needs of the individual.

Each counselor usually visits colleges in a specific geographical area one week per year. They also talk with college representatives and attempt to be as knowledgeable as possible with respect to rapidly changing college trends, programs and policies. They provide a vast amount of resource materials, encourage and assist the students and parents to share in the responsibility of exploring information and materials and visiting schools so that a meaningful and realistic choice can be made. Counselors are also responsible for writing individual profiles on each student. These profiles summarize strengths, weak-

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nesses, interests, activities, teacher evaluations and student and parent insights and comments.

In career counseling a counselor's most useful service is to help the student better assess his interests, abilities and goals and to provide sufficient resource materials in order to guide the student in effective ways of using the information.

Parents at the secondary level meet the guidance department at group meetings covering college entrance requirements, college selection procedures, testing, scholarships, curriculum changes, career planning and other information.

Articulation between Elementary and Junior High. In the spring of each year, sixth grade students prepare to take the next step in their developing education. The school personnel at the Junior Division work cooperatively with elementary staff in order to provide for a smooth, uncomplicated transition. There is a year-long individual and/or group guidance program in the seventh grade.

Each spring, the Junior Division Principal and the seventh grade guidance counselor make several visits to the elementary school. Here a question-and-answer period takes place, with lively discussion about the new school. This is followed in September by an actual on-the-scene familiarization at the secondary school building the day before school opens. Here students visit classrooms, gymnasiums, auditorium, library, etc. They meet their new homeroom teachers and learn about the opening days in the new school.

The Individual and Group Guidance Program. One counselor is assigned the full responsibility of guiding the entering class of seventh graders: helping them to help themselves to adjust to the newness of individual schedules, many teachers, subjects, and increased demands of homework. When necessary, the guidance counselor will interview, counsel, inform, and assist individual students.

In addition, 7th grade students meet for group guidance on a regularly scheduled basis. Much of the information that new secondary school students need to know, and many of their concerns and problems, can best be discussed in small groups. Students derive substantial support from knowing that many of their personal concerns and problems are faced by others in their class. The counselor can provide the proper setting for questions, discussions and explanations about the challenges, responsibilities and importance of the student's total education. The following topics are emphasized: study skills, self-evaluation, teacher-student-evaluation and human relations.

Since each child is unique, individual differences are recognized in bringing about effective learning experiences. Counselors play a key role in dealing with students as individuals, beyond helping them with course selections, gain entrance to college or find employment after high school. Counselors also help students develop independence and self-confidence, learn to cope with anxieties, tensions and group pressures, and be accepted by classmates and adults.

Role of the School Psychologist. Recent educational and psychological research indicates that learning is strongly influenced not only by a child's abilities, his feelings about himself, his peers and his teachers, but also by the social-emotional climate in which such learning takes place. A youngster who feels reasonably secure and competent in meeting the demands of his environment is likely to learn with ease. However, disturbing emotions can interfere with his efforts at coping with educational and social situations. If these are identified early, there is a good chance that they can be dealt with effectively.

The school psychologist sees children who have been referred to him by staff members, guidance personnel, administrators, and parents. Common reasons for referral include underachievement, disinterest in schoolwork, and inadequate social adjustment. The psychologist may be asked to make an appraisal of a student's ability or to evaluate a student's problem. He usually bases his evaluation on reports from teachers, counselors, administrators, interviews with parents and student, and on diagnostic procedures that may involve psychological tests. Results of the evaluation are interpreted to parents, teachers, and often also to the student. Remedial recommendations to the parents include tutoring, psychotherapy, medical examination, and suggestions for home management of the child. Recommendations are made to the teachers regarding the child's functioning within the classroom. Where more than routine contact with a child is required, parents are notified and their cooperation is solicited. Personal information is always treated confidentially.

Many classroom problems do not necessitate referral to the psychologist. To promote effective learning for students, teachers, counselors and psychologists frequently discuss classroom climate or individual students who seem to be experiencing temporary difficulties. They also work together on problems facing students of different ethnic and socio-economic backgrounds.

The psychologist is always available to all parents for consultation concerning their children. In addition, he participates in some classroom teaching of lessons dealing with social, psychological, and human relations problems.

Guidance services are available to all students and parents. Parents are advised to make appointments with the members of the guidance staff by telephoning the appropriate office. (MA 7-4400)

SELECTING A COURSE FOR HIGH SCHOOL GRADUATION

The first decision-making activity for you to become involved in is that of selecting a course sequence for high school graduation. Included in this section are the various options which the school offers in regard to Course Sequence. Depending on the program you select, you will graduate with a range of 24 credits for the College Preparatory Sequence, to a minimum of 18 credits for the Vocational BOCES Sequence. It is important for you to discuss this decision with your parents, and your school guidance counselor.

Remember that in today's highly technological society, it is important for students to take as much math and science as they are capable of handling. There are several reasons for this. Humanities courses such as English and Social Studies are taught to develop communications skills, and subjective insights through a study of culture, traditions and values. Math and science courses are taught for analytic thinking, logic, problem solving, and the development of organizational abilities. While many people think that a math/science major receives a narrow education, as you can see, this is not true.

Furthermore, students who have taken a full math/science sequence have many more opportunities available to them. Many technical programs in both four-year and two-year trade technical schools are open only to students who have taken three or four years of math and science. Technical programs in the armed services are also available to those who have majored in math and science. Information received in the guidance office indicates that apprenticeship programs such as tool and die-making, are no longer available to students who have not had an adequate number of math and science courses in high school.

In order to keep as many opportunities open for yourself as possible, you should take the most difficult course of study that you can handle. The more courses that you can successfully complete, the more doors that will be open to you at the conclusion of your high school career.

WHY STUDENTS SELECT A SPECIFIC COLLEGE AND THEIR REASONS FOR ATTENDING COLLEGE

Students select colleges for a variety of reasons. No value will be placed on these choices. The items listed below are a composite of sentiments that students have said influenced their decision to attend college. Also listed are reasons frequently noted by students influencing their choice as to why they selected a specific college, or why they opted to attend college. This list is certainly not complete or comprehensive, and students may have personal or other reasons for selecting or choosing a college.

a) Excellent reputation
b) Financial consideration
c) More costly
d) Less costly
e) Quality of the faculty
f) To find a spouse
g) Is familiar to many
h) Close to home
i) Smaller enrollment
j) Offered more financial aid
k) Is in an unfamiliar location and environment
l) Is a familiar location
m) Is more congenial for undergraduates
n) Approved by my family
o) Was interested in having many career choices prior to making a decision.
p) To prepare for a specific goal
q) To develop knowledge in specific areas and learn how to solve problems
r) To improve judgment, acquire knowledge concerning a value system, and develop a sense of culture
s) To develop friends and a transition between living at home and growing independent
t) To have a chance for a higher income
u) To increase the probability for a more challenging and interesting work
v) To have a good time
w) To be independent from parents
x) To develop work habits and experiences
y) To join a sorority or fraternity
z) To satisfy parents

THINGS TO CONSIDER WHEN VISITING A COLLEGE

The following check list will guide you in visiting a prospective college. It is not a complete list, and you and your parents will have specific things that you will be looking for. It will aid you in pinpointing things to consider.

____1. Geographical location

____2. Proximity to other colleges or universities, or other attractive cultural opportunities.

____3. Size of the school and size of the Freshman Class.

____4. Location of the Dorms in relation to classes.

____5. Location of Dining rooms in relation to dorms and/or classes.

____6. Are the dorms Coed, and if so, are they organized by floor, by suite, by room, etc.

____7. Are there single sex dorms?

____8. Are there other specialty dorms such as Language dorms, honors dorms, quiet dorms, etc.?

____9. Are there dorm rules? Are they ever quiet? What are the student responsibilities?

____10. Are Freshmen housed together, and if so, is there a proctor system?

____11. Ask to see the worst dorm on campus - - you might end up there.

____12. Are there enough rooms for all students?

____13. Are most rooms singles, doubles, triples, suites, etc.?

____14. Are there Fraternities and/or Sororities; eating clubs, etc.?

____15. What effect do they have on campus life?

____16. What pressure is there to join?

____17. Are they coed?

____18. Is the social life of the school organized around fraternities or sororities?

____19. What variety of food plans exist in the dining rooms?

____20. Is there a cooperative house where students can do their own cooking?

____21. Where is breakfast served?

____22. Are there theaters, and if so, what type? How much flexibility and equipment do they have? Are they open to non-theater majors? Do they have student directors? Is there a permanent repertoire company? How many presentations per term, and what type?

____23. Are there athletic facilities for both men and women?

____24. Is there a swimming pool, a track, etc.?

____25. What is the importance of athletics to campus life?

THINGS TO CONSIDER WHEN VISITING A COLLEGE (CONT.)

____26. What are the opportunities for the unathletic, but enthusiastic student, such as climbing, etc.?

____27. Are there Language Laboratories and what is the nature of their setups? Are they available to undergrads?

____28. Are there Science Labs, and are they available to undergrads, etc?

____29. Can you study in the Library, and is it quiet?

____30. What is the availability of resources in the libraries?

____31. What special facilities are unique to the college such as art studios, museums, dance studios, astronomy observatory, etc.?

____32. What is the basic organization of the school calendar? Is it a tri-mester, term, etc.?

____33. Are there summer programs, and are they required?

____34. Are there winter programs?

____35. How many different courses are required per term in order to graduate

____36. Are there alternative study programs such as exchanges with other schools?

____37. Are there foreign study programs, and are they sponsored by the school or by another school?

____38. Are the alternative study programs on a pass/fail basis?

____39. What are the academic policies of the college?

____40. How many courses are required to graduate?

____41. Is there an honors program?

____42. When are you required to declare a major?

____43. What are the general distribution requirements?

____44. What is the nature of interdisciplinary options?

____45. Are there undergraduate specialty concentrations such as architecture, agriculture, business, six-year medical program, hotel management, engineering, etc.?

____46. What is the class size, and are there introductory classes and advanced classes?

____47. Are seminars and tutorials available?

____48. Can you get credit for independent study?

____49. Are certain departments of the college distinguished?

____50. If the introductory classes are large, how are they broken down?

____51. Are there small group lectures, and who determines grades?

____52. What type of tests are given for large classes, and do the academic stars teach the undergrads?

THINGS TO CONSIDER WHEN VISITING A COLLEGE (CONT.)

____53. What is the attrition rate for freshmen and/or for seniors?
____54. Do more men than women drop out, or vice versa?
____55. What percentage of students go on to graduate study?
____56. Is the college placement service of any help in securing jobs?
____57. Is there a student health center?
____58. What type of hospital and clinic facilities are available?
____59. Is there a strong counseling service?
____60. Check the bulletin board - - What type of information is posted?
____61. Check the student newspapers
____62. Peruse the most recent yearbooks while waiting in the admissions office
____63. Try to eat a meal there
____64. Talk to many students, not just your tour guide
____65. Try to see whether a strong student government program exists.
____66. Find out about regulations for student behavior beyond dormitory life?
____67. Keep a diary of your college visit and record basic information such as deadline for application for each type of program, and anything else you have learned about the admissions criteria of the college.

OCEANSIDE HIGH SCHOOL
COUNSELING DEPARTMENT
OCEANSIDE, NEW YORK 11572

CAREER RESOURCE CENTER

Located in

Oceanside High School (Rm.M101)
Skillman and Brower Avenues
Oceanside, New York 11572

Telephone: 678-1200
Ext. 253

Hours

Monday through Friday -
8:00 am to 4:00 pm
Monday and Wednesday Evenings -
7:00 pm to 9:00 pm

PURPOSE

The Oceanside High School Career Resource Center, a facility of the Counseling Department, is designed to provide high school students, continuing education students, staff and members of the community with accurate, timely information about careers and educational planning through professional counseling.

RESOURCES

In any decision making process, counseling information is a key step. The Center is equipped to provide this information through a wide variety of the most up-to-date printed reference material, including college catalogues, college and career guide books, government publications, career briefs and a computer based data search -Guidance Information System.(GIS)

THE GIS

The objective of the Guidance Information System (GIS) is to provide speedy, accurate information about colleges, occupations, graduate schools, financial aids and armed services occupations so as:

1. To encourage users to organize their thinking about educational and vocational plans.
2. To present users with a wider array of alternatives than they might ordinarily consider.
3. To help users understand values through their weighing of various factors basic to making a decision.
4. To allow users access to more nearly complete and up-to-date information than exists in most settings.
5. To increase understanding of the desirability of remaining flexible and mobile with respect to career plans.
6. To give users a national outlook and potentially expand the range of colleges they consider.

HOW TO USE THE CENTER

Interested parties may visit the Center from 8 a.m. until 4 p.m. Monday through Friday and Monday and Wednesday nights from 7 p.m. to 9 p.m. while school is in session. Appointments may be arranged by calling the Center.

Individuals may also make appointments or "drop-in" during the day or evening hours. It is expected that students will utilize the Center's resources through their high school counselors during school hours. The staff of the Oceanside School District will be able to use the Center for class projects by making arrangements through the Counseling Department's chairman, Mr.Timothy J.Murray.

GUIDANCE INFORMATION SERVICE FILES

1. The Occupational Information File is based on Office of Education cluster groupings and Dictionary of Occupation titles and covers approximately 1,200 primary occupation listings and 3,000 related occupations. The data includes salary ranges, employment outlook and special conditions associated with the work environment.

Additional resource material providing "off-line" information is cross referenced within the file.

2. The Armed Services Occupation File (part of the Occupational File) contains information on more than 100 occupations in the Armed Services. For each occupation, there is a general description, a list of related military occupations and a list of related civilian occupations.

3. The Four-year College File enables users to explore information about more than 1,700 colleges and universities across the country. Using GIS, which lists over 850 characteristics such as geographic location, size of student body, available majors, costs, national test scores, and various aspects of campus life, the user may examine a variety of college options which meet the specific criteria chosen. The information in this file comes directly from the participating colleges each year.

4. The Two-year College File enables users to explore information about more than 1,500 junior colleges and technical institutions. It contains information on their program offerings, geographic location, size of student body, costs, and campus life. Over 550 characteristics of junior colleges are included in this file.

5. The Graduate School File contains information on hundreds of graduates schools and their programs. Information is available about degree requirements, placement, financial aid, etc. The information comes directly from the participating schools.

GUIDANCE INFORMATION SERVICES FILES (cont.)

6. The Financial Aids File details financial aid possibilities from sources such as the federal government, foundations, businesses, and charitable groups.

7. New York State Files presents specifics regarding programs, deadlines, costs, environment, etc., about the popular private and public colleges in New York State.

MATERIALS AVAILABLE IN CAREER RESOURCE CENTER

College Information

College Guides, Scholarship and Grant Information, soft-cover College Catalogs, College Catalogs on Micro-fiche, Medical Education Directory, Form Letter to Write for College Application, Overseas Universities.

Career Information

Dictionary of Occupational Titles, Occupational Outlook Handbook, Career Filmstrips, Pamphlets Describing Occupations, Career Cluster File, Occu-file -(career opportunities by subjects), Vocational School Guides, Employment Forecasts.

Miscellaneous Information

ROTC File, Armed Services Information, Motel and Hotel Booklets, New York State Nursing Schools, Trade and Technical Pamphlets, Secretarial School Booklets, Summer College Programs Information, SAT Applications, New York State College Applications, Financial Aid Forms, City Telephone Books, Prep School Guides.

OTHER ACTIVITIES

The Center is also used for a meeting place for college representatives to interview students and provide them with the latest information about their individual schools. From time to time career speakers conduct seminars about their particular field to interested students. Counseling workshops are conducted in this setting as well as small group parent meetings. The Armed Services representatives meet with students and counselors to discuss various programs offered by their branch services.

The Center is used by the Oceanside Community Vocational Advisory Committee for their monthly meetings. Over the past few years, the staff of the high school have conducted classes for their students for career exploration projects. Additionally, the work-experience coordinator uses the Center for vocational testing, employer visits and career instruction.

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SPERRY HIGH SCHOOL OF RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT G S5 172
1799 Lehigh Station Road - Henrietta, New York 14467
Telephone 334-5440 Area Code 716

Mr. Donald A. Loughlin, H.S. Principal
Mr. Anthony Partigan, Assistant Principal
Mr. George Rittenhouse, Assistant Principal
Dr. Donald R. Davis, Assistant Principal
Mr. Frank Giannone, H.S. Guidance Chairman

Mrs. Marilyn Burke, Counselor, 10th & 12th Grades
Mr. Donald Dempsey, Counselor, 9th & 11th Grades
Mr. Thomas Kurzrock, Counselor, 9th & 11th Grades
Mrs. Jean MacArthur, Counselor, 9th & 11th Grades
Mr. Victor Wirt, Counselor, 10th & 12th Grades

THE SCHOOL AND COMMUNITY

Sperry High School is a four year high school of approximately 1494 students 9-12. The school district is located immediately south of the city of Rochester, New York. The district's population is approximately 40,000.

The Community is primarily a residential suburb with moderately priced homes. Most of the homes have been built by suburban tract developers. The northern area is primarily commercial and industrial. The southern area may be classified as rural residential and farming.

Most of the residents of the school district are employed in Rochester area industries and business establishments. The college campuses for Rochester Institute of Technology and Monroe Community College are located in the school district. The University of Rochester, St. John Fisher College and Nazareth College are minutes away from the community.

At the present time we have 6876 students enrolled in our district. This includes 2 high schools, 2 junior highs and 5 elementary schools. The graduating class of 1982 from Sperry totals 419 students.

The school is accredited by the Middle States Association of Colleges and Secondary Schools and New York State Department of Education.

THE CURRICULUM

As a comprehensive high school, Sperry makes available learning opportunities for all students commensurate with their individual abilities, interests, and needs. Programs are offered for all ranges of ability from the slow learner to the gifted and the talented. Curriculum offerings include: four years of Latin, Spanish, French, and German; courses in Business, Industrial Arts, Art, and Home Economics; and Advanced Placement Courses in English, Calculus, Chemistry, American History, and Biology.

For the students who have serious learning problems, individualized help is available through the Reading Resource Center or Learning Disabilities Resource Program. Each year over 125 selected 11th & 12th grade students are given the opportunity to take college level courses, tuition free, at the University of Rochester or the Rochester Institute of Technology. In most cases these students will receive college credit which may be transferable. For those students desiring an alternative to the more traditional High School Program, SCORE (School and Community Opportunity for Resource Education), is available. This program allows a small number of selected students (40) to build their own course of study according to their needs and interests under the guidance of two teacher-facilitators. In essence, industry, the community and the school are their classroom. Also available is the Junior Achievement Program and a Career Intern Program which will provide selected students with on-the-job experience in their future career areas. The Sperry "A" School Program provides instruction and counseling to 9th & 10th grade students who are having difficulty adjusting to traditional high school structure and attendance.

For those wishing technical-vocational training, Sperry offers a cooperative program where students spend part of the day at Sperry taking basic required courses for graduation, and the remainder at the Vocational-Technical Center where they can receive training in one of the following fields: Appliance Repair, Auto Body, Auto Service, Beauty Culture, Carpentry, Child Care, Computer Programming, Data Processing, Electricity, Electronics, Fashion Design, Food Service, Masonry, Machine Shop, Nursing Services, Practical Nursing, Plumbing, Printing, Industrial Drafting, Commercial Art, Lab Assistant, Police Science, Commercial Photography, Air Transportation, Airframe & Power Mechanics, Dental Technician, Interior Decoration, Human Services, Welding, Small Appliance Repair, TV Operations, and Environment Conservation.

EXTRA CURRICULAR ACTIVITIES

Varsity teams compete in the following sports: baseball, basketball, cross country, swimming, football, golf, gymnastics, soccer, tennis, track, wrestling and lacrosse. Activities in student government, dramatics, publications, music, AES, intramurals and other special areas are available to all students on a voluntary basis.

THE FACULTY

Sperry High School has a professional staff of 100 educators, including 1 nurse-teacher. The high school Guidance Staff has 6 full time counselors for approximately 1538 students for the school year 1981-82. Also provided by Pupil Personnel Services are psychologists, social workers, and speech therapists. The principal is assisted by three assistant principals.

THE STUDENT

Sperry Population 1981-82

Class of '85, Grade 9	344
Class of '84, Grade 10	345
Class of '83, Grade 11	421
Class of '82, Grade 12	428
	1538

The Median I.Q. of the Class of 1982 is, Verbal - 97. Non-Verbal - 110. Total = 105, based on the results of the Lorge-Thorndike Intelligence Test administered in the fall of their sophomore year.

Scholastic Aptitude Test - Class of 1980

	Verbal	Math
600-800	11 students	29 students
400-599	138 students	139 students
200-399	38 students	19 students
	187 total	187 total

Who took SAT

Verbal mean 430 Math mean 491

Follow-up Study of the Class of 1981

Total in class at graduation - 359	100%
Total accepted for further education-196	44%
Total accepted at four-year colleges-97	27%
Total accepted at two-year colleges, Nursing Schools, Business Schools, Beauty Schools-99	27%

9/81

The Class of 1981 has a total enrollment of 359. Of that number, 24 won Regents Scholarships and one Nursing Scholarship. Number of Regents Diplomas-143.

PROGRAM AND/OR COURSE LEVELS OF DIFFICULTY

A.P. "Advanced Placement"-college level courses.

H "Honor Courses"-accelerated and/or enriched courses of study for the most able and interested students.

A "Academic Courses" - college preparatory courses-state regents examination required when offered.

B "Academic-type Courses" or "General Academic" - college entrance or technical school preparatory courses. Regents examinations are not required.

G "General Courses" - courses for students interested in high school graduation but not having an interest in the "College entrance" courses. Most "G" courses are practical or skill courses.

KEY TO GRADES		QUAL.PTS.	1 CREDIT
A+	(95-100)	7	10 weeks = .25 cr.
A	(90-94)	6	20 weeks = .50 cr.
B+	(85-89)	5	40 weeks = 1.00 cr.
B	(80-84)	4	
C+	(75-79)	3	
C	(70-74)	2	
D	(65-69)		
E	(50-64)		
F	(Below 50)		
NC	(No Credit)		
AP	2 Points Extra		
Honors	1 Point Extra		

CLASS RANK

Computed according to the recommendation of Secondary School Principals. Final marks in all credit courses, whether passed or failed, except Physical Education, are used in determining rank. Marks are weighted according to length of course. All members of the class, regardless of the program, are included in the rank list. All AP courses will be given two (2) additional quality points. Honors level courses will be given one (1) additional quality point. In the computation of the final grade, the final examination, whether local or regents, except in English 11 and 12, is given 1/3 weight and the teacher's marks for the year are given a 2/3 weight.

* * * * *

This profile has been prepared by the Sperry High School Guidance Department to provide pertinent information relative to our students and school district for college admissions counselors and to other interested parties.

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SARATOGA SPRINGS ELEMENTARY SCHOOLS

SARATOGA SPRINGS, NEW YORK

GUIDANCE FOLDER

NAME _____

SCHOOL _____

Dear Parents:

The Saratoga Springs City School District provides guidance services at both the elementary and secondary levels. Although the classroom teacher and building principal are the "cornerstones" of guidance services at the elementary level, there are a number of other building staff members who contribute to the needs of each child.

If we are to provide "guidance" to our children, then the parents, teachers, and school administration must work as a "Guidance Team". This teamwork hinges on communication and tne sharing of information between the home and school.

As children progress through the elementary school years, this folder can serve as a location for report cards, teacher notes and other school - home communications.

Please be reminded that you will be a welcomed visitor in your school. We encourage you to become acquainted with the teachers, principal, and all school staff.

If at any time you have questions about your school, please feel free to contact us.

Sincerely,
The Administrators and Teachers

STUDENT PERFORMANCE

Student achievement in school is affected by parental awareness and support for learning along with the student's desire for school success. Parents and students can expect a sharing of the following information by the school:

- . . . Teacher evaluations of progress
- . . . An annual Parent-Teacher Conference
- . . . Formal student Progress Reports (quarterly)
- . . . Results of standardized and New York State achievement tests
- . . . The provision of the following depending upon student needs:
  - __ Referral to Pupil Services
  - __ Compensatory Reading, Writing, and Mathematics
  - __ Programs for the handicapped
  - __ Enrichment programming

ANNUAL REVIEW

In the late Spring of each school year, student academic achievement and educational program are formally reviewed. This review includes all aspects of school performance. Decisions are made regarding future educational needs and placement. Parents and students are involved in this annual review process.

SERVICES AVAILABLE

- . . Parent - Teacher Conferences
- . . Pupil Service Team evaluation
- . . Compensatory Programs
- . . Special Education
- . . Enrichment Programs
- . . Counseling

Even though we do not have elementary guidance counselors, the building principal, classroom teachers and other staff are always "counseling" students in such areas as achievement and behavior.

WE BELIEVE CHILDREN ARE:

. . physically active and grow rapidly
. . eager to learn
. . imaginative, curious and creative
. . eager to please
. . responsive to praise
. . motivated when they feel good about the activity
. . always learning from each other
. . learning outside as well as within the classroom

Remember, Parents Are A Child's First And Most Important Teachers

KEYS TO SCHOOL SUCCESS

Students should:

— Attend school regularly
— Know the value of school
— Be active in classroom learning
— Follow teacher directions
— Be courteous to others
— Cooperate and work with others
— Accept and follow school rules
— Complete school work on time
— Develop good study habits

Parents: How You Can Help

— Teach good safety and health habits
— Become acquainted with the teachers who work with your child
— Prepare for parent/teacher conferences
— Share information about your child that may help the teacher
— Seek information about your child's social, emotional, academic, and physical progress in school
— Foster confidence that the parents and teachers stand together in the child's interest
— Be positive about the school and about your child's work
— Show interest in your child's school work
— Encourage your child to achieve
— If problems arise, consult the school promptly

LEARNING MORE ABOUT YOUR SCHOOL

. . Visit the school (please phone in advance)
. . Obtain the School Calendar and Directory
. . Read the building and district newsletters
. . Attend school programs
. . Participate in Parent/Teacher Conferences
. . Attend Parent/Principal meetings
. . Phone the teacher at school
. . Join the PTA or HSA

OUR GUIDANCE TEAM

- Parents
- Children
- Teachers
- Family
- Principals
- Friends
- Community

CAREER AWARENESS AND EDUCATIONAL PLANNING

As students progress through school on their way to a happy and fulfilling life, the school and the home must foster career awareness. This need is especially important at the secondary level (junior and senior high) when courses of study are selected in preparation for college and the world of work. However, it is equally important at the elementary level for children to develop an awareness of their own interests and abilities and consider how these may lead to a future career. Naturally, the career information at the elementary level is general, while at the secondary level formal career planning begins.

[redacted]

- Share information on parents' occupations and that of others in the family
- Point out occupations in the community
- On family vacations or trips, call attention to the various careers observed
- Assist your child in recognizing that a very large number of careers exist
- Do not insist on a career you would like for your child
- Be mindful that important ingredients in career planning include personal interest, abilities, and values

OCCUPATIONS I HAVE LEARNED ABOUT

_____

_____

_____

_____

_____

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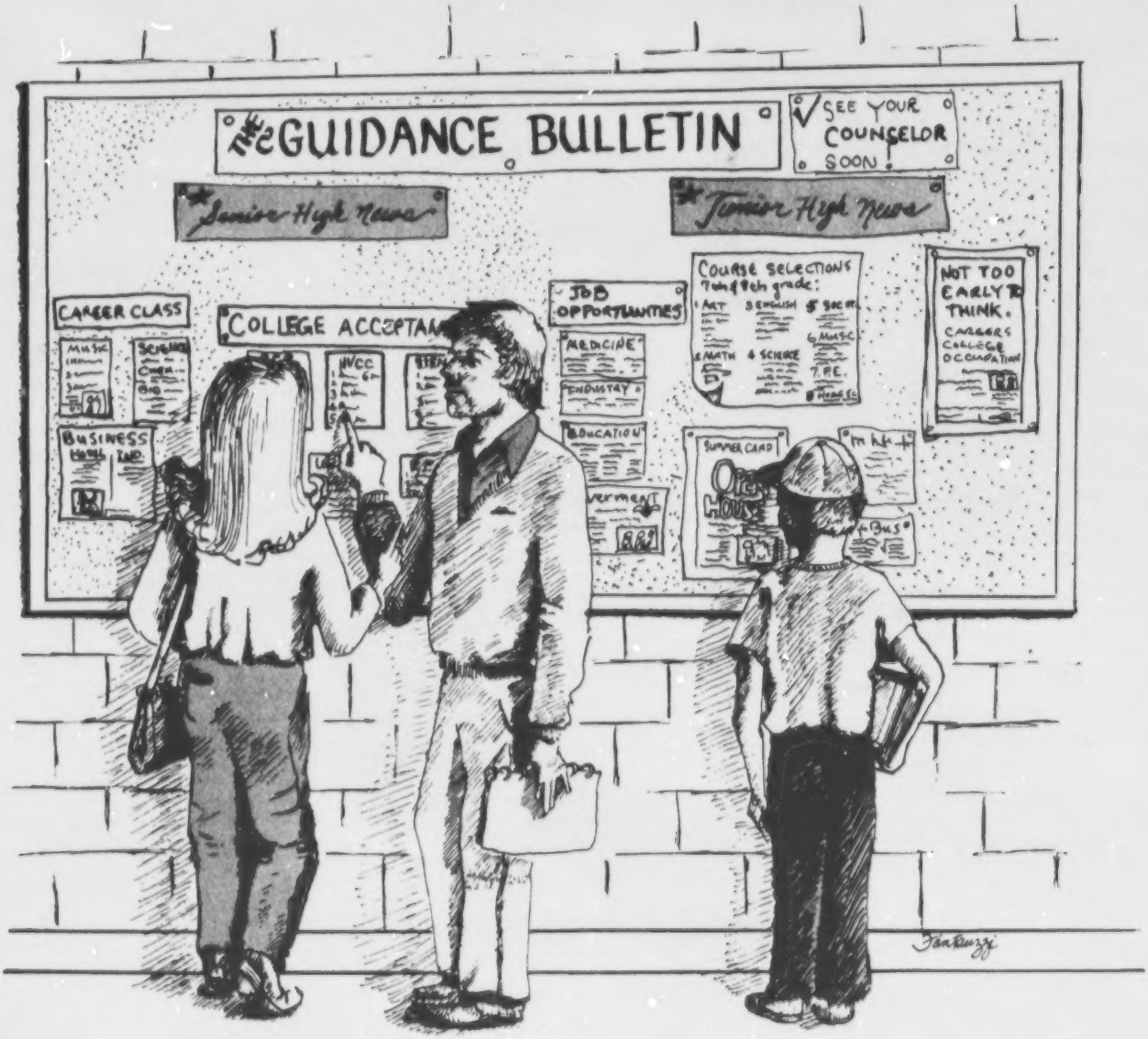
SARATOGA SPRINGS JUNIOR-SENIOR HIGH SCHOOL

SARATOGA SPRINGS, NEW YORK

GUIDANCE FOLDER



NAME _____

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Dear Students and Parents:

The Saratoga Springs City School District provides Guidance Services at both the elementary and secondary levels. In the junior and senior high schools, guidance counselors are available to work with all students and parents. Guidance Services assist the student and the family, in sorting through the maze of opportunities and information needed to make decisions. Students must choose among a variety of courses, select a college-prep or vocational program, make an education/career plan, assess their strengths as a student, and finally choose a college, technical school or job following graduation.

This Guidance Folder is intended to provide information about the school and guidance services; start family discussion on educational and career plans; and serve as a location for report cards, letters from the school and other school-home communications.

If at any time you have questions about the Guidance services, please feel free to contact us.

Sincerely,
The Administration and Guidance Department

GUIDANCE SERVICES

Student Appraisal

- Collect and maintain pupil records
- Obtain student and parent information
- Evaluate standardized tests and educational achievement
- Review graduation requirements
- Encourage educational and career planning
- Arrange case and parent conferences

Information Services

- Provide information about the school to students, parents and visitors
- Provide information about occupations, military service, employment opportunities, referral agencies, colleges and schools through the Guidance Resource Center
- Arrange for speakers on guidance topics

Placement Service

In-School

- Register incoming students
- Assist in course selections and pupil scheduling
- Arrange for tutoring

Out-of-School

- Help students secure employment
- Assist in preparing applications for colleges, scholarships and awards
- Prepare letters of recommendation
- Aid students needing community referrals
- Prepare transcripts for colleges, employers, military, schools and agencies

Counseling Services

- Individual counseling is provided throughout the year with a required yearly scheduled conference
- Group counseling is generally provided on specific topics such as course selection or career information

STUDENTS SHOULD

- _ Attend school daily
- _ Participate in classroom learning
- _ Follow teacher instructions
- — Accept and follow school rules
- _ Complete school work on time

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Learning About Your School

Parents and students must become fully involved in their schools. The Guidance Program includes a variety of orientation activities designed to provide knowledge about the programs, services and personnel at the Junior and Senior High School. The following are included:

	Parent	Student
. . School Calendar and Directory	P	S
. . Advance visitation to the school	P	S
. . Entering school conference	P	S
. . Annual Guidance Conference	P	S
. . Conference with teachers (by appointment)	P	S
. . Guided tour of the schools	P	S
. . Parent - Principal Meetings	P	
. . Junior and Senior High Open House	P	
. . Counselor - Parent Conference (by appointment)	P	
. . Grade 7 and 10 Orientation Night	P	S
. . Grade level assemblies		S
. . Career programs		S
. . College Night	P	S
. . Financial Aid Seminar	P	S
. . Senior Honor College Program		S
. . Senior Orientation to College		S
. . BOCES Orientation		S
. . Course Selection Program	P	S

How Counselors Help

The primary responsibility of the guidance counselor is to provide consultation, counseling and assistance. The counselor communicates with the parents, teachers and building administrators regarding a student's program and other needs. A list of the guidance counselor's major services would include career, educational and personal counseling. Duties range from writing letters of recommendation, arranging for parent conferences, to maintaining a student's record.

Counselors do not make decisions for students. Instead, counselors listen to students describe their own situation and what they believe are their choices. Only then do counselors attempt to provide direction by suggesting alternatives. Counselors want students, with family consent, to learn to make their own decisions and take charge of their own lives.

Counselors help students make their own assessment by looking at their performance and potential, and then comparing this with college and career expectations.

[redacted]

_ Encourage your child to achieve

_ Praise success! Do not accept poor effort!

_ Carefully review daily school work, report cards and school notices

_ Become involved in school activities

_ Meet with teachers, guidance counselors, and building administrators

_ ATTEND THE ANNUAL GUIDANCE CONFERENCE

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Career education classes are conducted each year in grades 7 through 12. Through this program students learn how to assess abilities, interests and personal characteristics; how to research careers, and what is involved in the career decision-making process. The guidance career program follows this brief outline.

JUNIOR HIGH SCHOOL

7th Grade

Students
- _ begin career awareness
- _ learn about interests and aptitudes
- _ discuss decision making, problem solving, sex-role stereotyping

8th Grade

Students
- _ take a vocational interest test
- _ begin preparing a career plan
- _ learn about high school courses and graduation

9th Grade

Students
- _ continue exploring careers
- _ use the resource center
- _ attend career programs

SENIOR HIGH SCHOOL

10th Grade

Students
- _ take a vocational preference test
- _ continue career research
- _ use the computer based information system

11th Grade

Students
- _ review specific occupations including preparation and training necessary
- _ prepare career plan
- _ explore post-high school alternatives

12th Grade

Students
- _ finalize post-high school plans
- _ prepare college/employment applications
- _ attend college/employment interviews

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Introduction

The Parent Survival Handbook has been designed to assist parents to "survive" in this difficult era of raising children. The demands that are placed on children today in school and at home and the resulting pressures have created questions and problems for which there are no easy answers.

This handbook attempts to deal with some of those questions and problems faced by parents of junior high school students. Many of the questions presented in this handbook have been asked repeatedly by parents over the years.

The handbook is divided into four sections: The School Day, Academia, Family Issues, and Referral Services. When used with the Student Handbook, many of the questions related to your children in junior high school will have been addressed.

Hopefully, you and your children will benefit from the contents of this handbook. An evaluation form is included in the back of the handbook and we would appreciate your reactions and/or suggestions.

Gowana

Joyce Kershko
John Puccia
Gail Ziegler

Koda

Nita Barnett
Anthony Brandone
Richard Wichtowski

How is my child placed on a team in grades 7 and 8?

Children are randomly placed on teams. If a child requires an advanced or remedial course that is only taught on a certain team, scheduling is done accordingly.

* * * *

How can I communicate with my child's teacher(s)?

There are three ways to communicate with the teacher: note/letter, telephone, and in person.

When sending a note to the teacher, most parents usually depend on their child to hand deliver it. This is effective in most cases.

If you want to talk with a teacher via the telephone, call the faculty secretary or guidance office and leave your number and time of day that you can be reached, along with any message that you may have. The teacher will be contacted and return your call, usually within a few days.

Teacher conferences can be arranged by contacting your child's guidance counselor. Conferences are most productive when there are a specific reason and goal involved. It helps to share your concerns with the counselor before the conference.

* * * *

My child will be absent from school for medical reasons for a while. How can he/she best keep up with the school work?

If your child will be absent for a short period of time, an attempt should be made by someone in the family to obtain any class notes, handouts, and homework that have been assigned. Often a friend in class will obtain the materials. Otherwise, a call to the school requesting any missed work and assignments for each class would be advisable. Allow teachers a minimum of 24 hours to gather the material and call ahead of time to make sure each teacher has sent something before you or someone else pick it up.

If a student is going to be absent for an extended time for medical reasons, tutoring provided by the school is available. A note from your doctor indicating the dates of the absence and requesting home teaching is required.

* * * *

What records are kept in my child's individual folder and how may I see them?

For the most part, report cards, testing information and registration materials compose a child's individual folder. The folder is kept in the guidance office and is the property of the school district. Parents do have access to the file by appointment with their child's counselor.

* * * * *

What subjects must my child take? Are there any choices?

All seventh and eighth graders are required to take English, math, social studies, and science. In seventh grade there is a remedial English program and an advanced math program. Some students may also receive remedial math and/or reading assistance in conjunction with the regular program. As eighth graders, there are three math programs average, honors, and advanced (math 9). A composition class is included as part of the eighth grade English curriculum. Depending upon your child's abilities, math or reading lab may also be required.

In addition to the four required subjects, other courses are also mandated. Physical education must be satisfactorily completed by everyone each year. All seventh graders must take 10 weeks of home economics, 10 weeks of industrial arts, 10 weeks of music (a year of chorus, band, or orchestra may be substituted), and 20 weeks of art. Eighth graders must complete 10 weeks of home economics, 10 weeks of industrial arts, and 20 weeks of health. They may also elect 10 additional weeks of home economics and/or industrial arts, 10, 20, or 30 weeks of art, or a 20 week music elective. Other possible music selections are 40 weeks of chorus, band or orchestra.

An eighth grade student choosing no elective(s) will be scheduled for study hall.

* * * * *

What are physical education requirements?

Although no uniform is required, a student must wear a suitable T-shirt, shorts, socks and athletic shoes different from items worn to other classes. Lockers are assigned for storing these outfits.

In order to be medically excused from physical education, the student should bring a doctor's excuse to the school nurse. This excuse should include the reason and the length of time the student will be unable to participate. Without a physician's excuse, make up classes may be assigned.

My child's behavior has changed drastically. Should I be concerned?

The teen years are marked by mood swings. However, an excessive behavior change should warrant further consideration. A drop in grades, a change in friends, excessive rebelliousness, depression and listlessness, or severe weight loss or gain may be symptomatic of something more serious and indicate counselor contact. If you suspect a misuse of drugs or alcohol or if your child becomes involved with the criminal justice system, the school should be notified, too.

When you have a concern, call your child's counselor. He/she can check with teachers and other staff and recommend a referral if necessary. Possible referrals would include the school psychologist, drug counselor, or a contact at a community counseling or referral agency.

* * * *

There seems to be a constant tug-of-war between what I feel is correct and what my child and his/her friends view as right. Is this normal?

Teenagers must be viewed as adolescents. As such, you as parents are not needed in the same way as when he/she was a child. This is one of the greater challenges parents of teenagers have to face - parents are needed differently now, and have to respond to that difference.

It is a natural and normal part of adolescence for the teen to question the values and beliefs of his/her parents and society. Peer group acceptance is crucial. There may be mood swings - sulkiness, anger, crabbiness, love, intolerance, understanding, warmth.

Accept the non-harmful forms of rebellion; otherwise, he/she may choose to rebel in ways you find totally unacceptable. Recognize the need for peer approval and try to be tolerant of the mood swings. Allowing your teen the space he/she needs, not pushing, yet at the same time letting him/her know that you're there if necessary - this is the delicate balancing act parents of teens need to perfect.

* * * *

Is there an alternative to punishment?

Yes, positive reinforcement, which involves rewarding a child for a desired behavior. Rewards that some parents use are gifts, money or additional privileges. Sometimes, however, praise works better than anything that can be bought.

* * * *

What people are involved in student support services within the school?

Guidance Counselors - Every student is assigned to a counselor alphabetically. Counselors work with students in such areas as personal and/or school - related problems, junior high school orientation, career exploration, scheduling or any matters that are of importance to a student.

Psychologist - A psychologist is available on a part-time basis. His/her main function is to diagnose an individual's strengths and weaknesses in various areas related to learning. Written/verbal permission from a parent or guardian must be given for a student to be tested by the psychologist.

Nurse - A full-time registered nurse is located in the health office. Some of the nurse's functions include: determining the extent of child's illness while in school, dispensing medication with the written request of a physician, maintaining health records for each student, arranging physicals for athletes, and performing yearly vision, hearing, and scoliosis tests.

Attendance Clerk - A full-time clerk is located in the health office and is responsible for maintaining attendance records for each student. Students who are tardy must sign in with the attendance clerk upon their arrival at school. Students to be dismissed early must bring a note to the attendance clerk and should be picked up in the health office by a parent or guardian.

Drug Counselor - This counselor is available on a part-time basis. Primary emphasis is placed on classroom presentations regarding substance use and abuse as well as counseling students on an individual basis.

Speech Therapist - A speech therapist is available on a part time basis. Emphasis is placed on diagnosis and remediation of oral expression/communication.

* * * *

Is there something wrong with a child who is very quiet and has few friends?

Many parents become needlessly concerned because they have a very quiet child whom they consider to be a "loner" Not every child needs to have a large group of friends or be talkative. The important question to ask is whether he/she is happy. If the child is reasonably happy, do not make an issue out of it. If you do, you may actually make the child anxious or unhappy.

However, if your child is a loner, is quiet, and seems depressed you may want to contact someone in the helping professions. A child who is withdrawn and unhappy is often troubled by something and may be in need of counseling. See the list of referral agencies in this handbook on page 17.

* * * * *

How important is the physical appearance of a student in junior high school?

Physical appearance is usually very important. Most children at this age level do not want to appear different from their friends. Individuality usually develops at a later age. Encourage your child to develop his/her own personality but try to understand that they constantly search for acceptance from their peers. An expensive pocketbook, athletic shoes, or designer jeans may be your child's way of trying to be accepted by his/her peers. However, common sense usually works best. Good personal hygiene, along with clean and neat clothes will suffice for most students.

* * * *

Will punishing my child make him/her do better in school?

This is a difficult question to answer - no one knows your child better than you do. Some children respond to different forms of discipline. The punishment parents typically use during this age level is to take away a privilege, such as the telephone, seeing a friend, or being able to go somewhere (rollerskating, movies, etc.) Many parents are reluctant to remove a child from an extracurricular activity, such as sports, in which they are achieving some measure of success. In fact, studies have shown that many students maintain a higher grader point average while participating on a sports team than when the season is over!

* * * *

NAME _____

Complete these sentences.

1. My favorite . . .

2. I think of myself as . . .

3. I think next year will be . . .

4. My biggest worry about sixth grade is . . .

5. Someone told me that sixth grade was . . .

6. Questions I have about sixth grade are . . .

PLANNING STAGE

I. Discussed multi-topic program with Mr. Molloy (approval to approach faculty)

II. Planning - Committee selected

III. Presented to faculty - got "go ahead"

IV. Weekly planning sessions

Note: As things jelled, went back to Mr. Molloy (H.S. administrator)

V. Arranged for movie for afternoon - Brian's Song

VI. Survey I* to all students 7 - 12

A. Tally - students did it
B. Selected top 14 topics

VII. Sent Survey II* (sign up for 4 sessions)

A. We assigned them times for choices (extremely time consuming)
B. Separate 7-9 from 10-12

VIII. Contacted speakers (all non-faculty people from agencies around area (Syracuse-Norwich). Contacted by phone and letter where possible with schedule

IX. Sent home permission slips

A. Made program * with introduction, time scheduled for sessions, lists of names of people scheduled to attend each session.

B. Teacher schedules for hall duty, in-service math lab demonstration and student sessions. (Not more than 2 teachers per session so as not to intimidate students and/or hamper discussion).

C. Posters for room assignments - one outside each door.

XI. A. Arranged for refreshments and kids to serve them. These were served at halfway point in morning. Had donuts and punch/donuts from Donut Box, Cortland.

B. Arranged with cafeteria manager to have all students eat at the same time. Would recommend something popular!

XII. Made sure we had A-V equipment necessary for each presentation in proper rooms.

XIII. Made sure each homeroom had enough programs for the students - passed out at attendance time.

DAY OF PROGRAM

I. P.A. announcements welcome and brief description of the day and procedures.

II. Students at each door to greet and take visiting speakers to proper destination.

III. Had a manned INFO table for students with conflicts or schedule changes for day.

IV. Two coordinators circulated all morning.

FOLLOWING DAY

I. A. Hand out evaluation forms to all in grades 7-12 (used English classes)
B. Read forms and considered them positive
C. Some good suggestions forthcoming were:
1. Give brief summary of each presentation in advance
2. Had suggestions for both longer, shorter, more and less programs depending on individuals
3. Serve PIZZA
D. Sent "thank you" notes to speakers
E. Wrote story for school paper thanking in-school participants

We would word permission slips differently-so only negative ones need to be returned. As coordinators, we felt the day was well worth doing...would do it again.

* Enclosed.

CLARKSTOWN CENTRAL SCHOOL DISTRICT

TOWN OF CLARKSTOWN ROCKLAND COUNTY WEST NYACK, N.Y. 10994

RESOURCES UNLIMITED x 256

March 18, 1983

ATTENTION HIGH SCHOOL JUNIORS!

EXPERIENCE YOUR CAREER INTERESTS

Sign up for the Junior Internship Program! The Junior Internship Program is an opportunity for you to spend a day "on the job" with a community person who works in the field of your possible interest. Read on to have your questions answered on how you can spend a day at work in the career you might be interested in:

HOW CAN I SIGN UP FOR THE JUNIOR INTERNSHIP PROGRAM?

The sign up dates are March 21, 1983 and April 18, 1983. Go to the library and look for the sign up table.

WHEN WILL I GO "ON THE JOB" FOR A DAY?

You will be excused from school for a day (with your parents permission) sometime in late April or May.

CAN I TRY MORE THAN ONE CAREER CHOICE IF I AM UNCERTAIN OF MY INTERESTS?

Yes, please indicate the careers you are interested in when you sign up.

HOW WILL I BE NOTIFIED OF MY CAREER PLACEMENT?

Your Guidance Counselor will notify you when you have been assigned to a specific community person for a day.

WHAT ARE SOME OF THE CAREER PLACEMENTS AVAILABLE?

The following is a list of some of the career placements available. If you are interested in a job that is not listed please put it down and we will try to match you.

Accounting	Personnel	Finance	Energy Related Careers
Restaurant Work	Nursing	Medicine	Corporate Communications
Computers	Engineering	Dental Hygiene	Court Stenography
Fashion Design	Catering	Teacher	Recreation Therapy
Social Work	Insurance Agent	Writer	Physical Therapy
Journalism	Chemical Engineer	Architecture	Occupational Therapy
Medical Technology	Banking	Cybernetics	Radio Broadcasting
Research Chemist	Veterinarian	Politics	College Administration
Lawyer	Interior Design	Travel Agent	Law Enforcement

If you do not see your career interest ... put it down anyway!

The Junior Internship Program is a cooperative effort of the Guidance Department and Resources Unlimited.

DRYDEN CENTRAL SCHOOL
DRYDEN - FREEVILLE - MCLEAN
DRYDEN, NEW YORK 13053

STRESS CONTROL

LESSON PLAN

A big problem for seventh grade students is feeling out of control. This lesson plan is designed to focus on stress causes, stress symptoms and stress control.

I. TENSION

A. Feelings
1 nervousness
2 anxiety
3 fear
4 panic

B. Symptoms
1 overeating/losing appetite
2 headaches
3 irritability
4 diarihea/constipation
5 sweaty palms/cold hands
6 colds: aches and pains
7 tiredness
8 stuttering
9 hyperactivity
10 giggling
11 worrying

C. Controlling
1 helps to think clearly
2 helps to solve problems better
3 helps to recall better

II. TENSION CONTROL

A. Breathing Control exercise (description attached)

B. Jacobson's Progressive Relaxation Exercise

Resource

Buckalow, M.W., Jr. Learning to Control Stress
Richard Rosen Press, 1979

BGH:mp

277

DRYDEN CENTRAL SCHOOL
DRYDEN · FREEVILLE · MCLEAN
DRYDEN, NEW YORK 13053

BREATHING CONTROL EXERCISE

1. Press index finger into neck just beside Adam's apple. Count pulse in neck for one minute. 70-80 average)

2. Now - breathe deeply and rapidly for next minute. Press index finger into neck beside Adam's apple. Count pulse/minute. Should be 10 - 20 beats faster.

3. Sit up in chair, feet on floor, back straight. Let yourself calm down about 2 minutes after hard work of breathing.

   Watch your chest and stomach as you breath normally. Now as you breathe out, pause for 2 seconds before you take your next breath - a normal one, NOT a deep one. Continue to breathe and pause for another minute. Count your pulse for one minute. Heartbeat usually drops 5 - 10 beats below normal.

BGH:jp

GLENS FALLS HIGH SCHOOL
Glens Falls, New York

H S2 208

CAREER INTERNSHIP CONTRACT

AN AGREEMENT OF COMMON PURPOSE BETWEEN

_____
The Intern
and

_____
The Mentor

_____
Career Interest

_____ _____
Student Address Telephone No.

_____ _____
Zip Counselor

_____ _____
School Telephone No.

_____ _____
Mentor Address Telephone No.

_____
Zip

_____
Time Schedule

COORDINATOR: Robert H. Herrick
Director of Guidance
Glens Falls High School
Glens Falls, New York 12801
792-8654

CAREER INTERNSHIP PROGRAM
Daily Work Sheet

Day_____ Date_____Supervisor_____

Time in_____Time out_____Total time_____

Description of day's activities:

Observations,,conclusions and facts learned:

Signature_____

GLENS FALLS CAREER INTERNSHIP PROGRAM

Weekly Appraisal Report

Using the following guidelines as much as you feel the need, comment on the week's experiences and how they relate to yourself, your mentor and your career choice.

Myself: How am I growing, in terms of:

a. Exercising initiative, self-direction.
b. Feeling self-satisfaction
c. Feeling confidence in new relationship with mentor and fellow workers.
d. Understanding the demands of the job and the qualifications required for success.
e. My feelings about being out in the adult world of work.

My Career Choice:

How is my internship helping me to perceive my career choice:

a. Is it what I expected?
b. Should I pursue this career?
c. How does this career meet my own needs, likes and dislikes?
d. The effect my relationship with my mentor is having upon my career choice?
e. Am I becoming well-informed in my area of job interest?

My Relationship with my Mentor:

A. How do I feel my personal relationship is development?

B. How do I feel my ability to communicate with my mentor is changing?

c. Am I developing a person-to-person kind of closeness, or am I staying within the bounds of student and adult?

Greece Central School H S2 209

NAME_____ H.R._____

Re: Shadowing

From:

I just wanted to give you some guidelines for your career visit.

Name_____

You requested a shadowing experience in the Area of _____.

It has been set up for _____, _____from

_____ to _____, at_____. The

address is_____.

The phone number and person to contact are_____

_____.

Please let them know if you can't make it or if you're bringing a friend.

Thanks.

a). Remember that you may still like to go into a certain career area even if you don't have a good shadowing experience and vice-versa. In other words try to sort out what it was you liked or did not like. Was it the occupation, the place or the person you were or were not attracted to?

b). Take some extra money to avoid embarassment if you're going through a lunch or supper hour.

c). Make sure to call to let them know if you can't make it or want to change the time or date - above all, be sure to call a couple of days ahead to confirm your visit. (If you want to bring a friend, just call and ask).

d). Make sure you know where the place is located.

e). Be assertive! Ask the questions you want to ask. These people are, in general, very enthusiastic about your visit. They want to share their experience with you.

f). Call me at home at 621-3346 if you need more information.

g). Please seriously consider sending a thank you note shortly after your visit.

Some Things to Ask or Discuss

a). What kind of background does person have? Where did they go to school?

b). What high school courses would be helpful?

c). What kind of attitudes and personality may fit best with this career?

d). How much do they like what they do. Why?

e). What kind of job outlook is there in this career?

f). What are the chances for advancement?

g). Is the work routine or varied?

h). What are earnings, benefits?

i). What kind of training for this career would be most helpful?

j). Do they know of other similar career areas?

k). What things can a high school student do to be better prepared for the world of work?

l). How do they like their job?

In conclusion, have a good time. I'll be sending you out an evaluation form after vacation. I'm proud to know you are representing Athena. The people you meet will be glad to see how many good teenagers there are floating around.

Dear_____ H.R.#_____

Could you please fill out this brief evaluation of shadowing and put it on my desk as soon as possible? Please don't forget to do this. It helps me much. Thanks.

1. How would you rate your experience?
   _____poor
   _____fair
   _____good
   _____excellent

2. If you went with another Athena student, who was it?

3. What things were most helpful in your experience?

4. What things were not helpful in your experience?

5. What things could I have done to have made this a better experience for you?

6. Where did you go?

7. Who was the contact person?

8. Did you write a "Thank you" note? If you didn't please consider doing so.

9. Any general comments?

10. Thanks very much.

CONTRACT

Statement of Purpose: To provide an opportunity for Long Beach High School students to explore a wide variety of professional and technical career options in the community.

Obligations of the Intern

Duration and Credit: Participate in the program for no less than 10 weeks without pay, spending a minimum of 40 hours. A quarter (¼) of elective credit of P will be assigned for every 10 weeks of Internship.

Seminars: Participate in monthly seminars which will focus on exchange of experiences and career information. These meetings are mandatory and cannot be missed.

Journal: In addition to the Internship time and group seminars, students are also expected to keep a journal of observations, reactions, and feelings related to their experience. The purpose of the Journal is to assist students in:

1. clarifying and recording experiences
2. reflecting ideas and feelings
3. documenting the learning accomplished

It is expected that you will make a brief (four or five sentences) entry into your Journal after each contact with your Sponsor. Some guidelines for preparing Journal entries are included in your Intern folder. Your Journal must be handed to your coordinator at each monthly meeting.

Demonstration of the Following Abilities:

a. Promptness - in arriving at the internship, in completing assignments, etc.
b. Appearance - appropriate dress and grooming.
c. Dependability - in meeting commitments.
d. Discretion - respecting confidentiality of situations.
e. Sensitivity - relating well to a variety of people.
f. Flexibility - reacting to new and unanticipated situations.
g. Independence - ability to work without constant supervision.
h. Accuracy - ability to follow directions, be attentive to details, obtain information and convey it accurately.
i. Maturity - seriousness in approach to internship.
j. Creativity - ability to generate alternative solutions to problems.
k. Attitude - a positive outlook on the assignment, a willingness to undertake tasks.
l. Development of knowledge in specific field of endeavor.

Obligation of Sponsor

Breadth: Provide an internship experience without pay, which is broadly educational in scope, including opportunity to learn more about the particular career, and encouragement in the use of decision-making processes.

Intern Conference: Designate formal or informal meeting times with intern in order to discuss the student's progress, share observations, answer questions, assess overall performances, suggest areas of improvement, provide general support and encouragement.

Coordinator Communication: Keep the Coordinator apprised of any problems in the intern-sponsor relationship; outlining the steps necessary for improvement.

Evaluation: At end of 10 week period, fill out evaluation form on student's performance.

Obligation of Parent of Guardian

Work Habits: Reinforce the student with the need for good attendance and the development of good work habits.

Support: Provide encouragement and reinforcement to the student in a new educational experience. Provide transportation (when necessary) to and from placements assigned to your child. Grant permission to have pictures taken and published for any type of publicity that may be produced in connection with this program.

Communication: Maintain contact with the Coordinators about any program-related problems.

SENIOR EXPERIENCE DAY

On April 29th, students in grades 9-11 will be taking standardized tests in English and Math. This affords the seniors an opportunity to have a "special half-day" that will be beneficial. It gives you a chance to learn some different things and have some new experiences. The programs will be conducted mostly by people in business. They are interested enough to give you some of their valuable time. It's important that we cooperate with them.

Below are briefly described the opportunities that will be available to you. Select 3; number your first choice - 1; second - 2; and third - 3.

☐ FINDING AN APARTMENT
You may be doing this soon. Do you know about rent rates, leases, insurance available and many other things to look and think about before making a decision on where you will be living?

☐ C.P.R.
A chance to take a certified 3-hour course. You will have to give up part of your lunch hour; there is also a $5.00 fee but you will receive some vital training that could save a life.

☐ BUYING A USED CAR
Not too many can afford a new one! It's important to make a wise decision here. Knowing what to look for could save you big $'s.

☐ THE COST OF MONEY AND MONEY AVAILABLE THROUGH INVESTMENTS
You may need to borrow for that new or used car. Wise decisions here can save you money. If you are fortunate enough to be able to invest, wise decisions can make a big difference in your return.

☐ EMPLOYER EXPECTATIONS FOR EMPLOYEES
What worker traits are important in today's job market? What factors contribute to success? What traits result in failure?

☐ AUTOMOBILE INSURANCE/DRIVER RESPONSIBILITIES
Again, the costs of auto insurance can be very high. However, there are options available that can save you money. Drivers, respecting laws, can help themselves in the saving process.

☐ B.O.C.E.S. - I'm a BOCES student and will attend BOCES in the P.M.

STUDENT NAME _____
(First) (Last)

April 1983.

287

Introduction To College Information Day

Welcome to College Information Day 1982, sponsored by the Schuyler-Chemung-Tioga Counselors Association and area school districts. We are elated that we can offer the students of our area direct contact with some 200 colleges, vocational, financial and military representatives. The representatives you will be seeing are here to help you in perhaps one of the most important decisions you may ever make—your future! In preparation for attending this program you should consider doing the following:

1. Determine an academic or vocational area in which you may have an interest.
2. Determine which schools represented at our conference have the field of study you wish to pursue.
3. Make a survey of your high school record so that you now know subject areas in which you are strong, and those in which you are weak. A copy of your permanent record and schedule may be helpful for this.
4. Involve your parents! It is a family decision! Have a discussion with your parents so that you have some idea of the amount of money which will be available for your college education, how much the schools of your choice will cost, how much help your parents will be able to provide, and how much financial aid you will need. With the increasing cost and declining population characteristic of the times, it is no longer as much a question of "Will I be admitted to a college?" as it is "Will I be able to stay in?" and "Can I afford to pay for it?"
5. Determine if you have a definite interest in obtaining an education beyond high school. If you do not want further education, or if you are not sure, it is probably a good idea to wait. In this case, a job (if you can find one), a tour in a military service, or even another year in high school as a post-graduate, coupled with a part-time job, may be good alternatives. This way, you will not waste time and money on a decision which may not be right. By waiting, time may provide you with a financial advantage and a more mature attitude toward your education.
6. Form some idea about the kind of school which you wish to attend — size (large, medium, or small), location (section of the country, also urban, suburban, or rural), two year or four year college, public or private, coeducational or student body all one sex, liberal or strict in social regulations, and any other points which you may deem important.
7. Prepare in your mind, a set of questions to ask the college representatives at the conference.

Armed with this information ahead of time, you can now make this a useful conference by visiting the college tables, asking questions, obtaining helpful printed information, and filling out the conference worksheet in this newspaper as you go along. You can follow this up by doing the following:

1. Talk things over with your school counselor regarding the information you received at the conference .
2. Talk with alumni of the colleges involved, who may live near your home town.
3. Make an appointment to visit the college, and talk with college faculty members and the college students, in addition to the admissions people. This is the most important point of all — never enroll in a college without visiting the campus first, and always be sure you talk with several persons who are presently students at the college. They will be able to fill you in better than anyone on just what life at that college is like.

Good luck to you on whatever the outcome, and have an enjoyable and beneficial College Information Day!

Donald K. Howe, Chairman
College Information Day - 1982.

Schuyler-Chemung-Tioga BOCES

H S5 237

257

SHENENDEHOWA HIGH SCHOOL
PROGRAM PLANNING FORM (1983 - 1984)

Name: _____ Home Tel. # _____ HR # _____ Grade ____

Counselor's Name (Circle One) Battaglioli Desjardins Georgelos Hosterman Motta Rehder

School Telephone Number: 371-6000, ext. 624/627

PLEASE READ THE FOLLOWING STEPS IN PLANNING YOUR PROGRAM FOR NEXT YEAR. BEGIN THE PROCESS AS SOON AS POSSIBLE

Step 1 - CAREER CHOICE

Check interest inventories you have taken and career interest you have identified.

Grade:	8	10	10-11	11-12
Interest Inventory:	__ California Occupational Interest Inventory	__ Career Decision-Making Interest Inventory	__ CIS	__ Strong Campbell Interest Inventory
Career Interest:	_____	_____	_____	_____

Step 2 - PLANS FOR AFTER HIGH SCHOOL

My plans for after graduation at this time include the possibilities checked below. I understand that I may change my mind at a later date.

Employment	____	College, part-time	____	Apprenticeship	____
College, two year	____	College, four year	____	Technical School	____
Special School	____	Armed Services	____	Other	_____

Step 3 - HIGH SCHOOL DIPLOMA (check one)

A. Graduation date:
__ Regular graduation
__ Early graduation

1. 3 yr. program
2. 3½ yr. program
3. Work Release Program

B. TYPE OF DIPLOMA & 3 UNIT SEQUENCE (check one)

__ School Diploma

Sequence Area
__ Agriculture
__ Art
__ Business
__ Home Economics
__ Foreign Lang.
__ Industrial Arts
__ Math
__ Music
__ Science
__ BOCES

__ Regents Diploma

Sequence Area
__ Business
__ Foreign Language
__ Industrial Arts
__ Math
__ Science
__ BOCES
__ Art
__ Music

(See Shen News for further information)

Step 4 - FOUR YEAR PROGRAM PLANNING GUIDE

Read Shen News on Requirements for Graduation and indicate a tentative plan for your high school program. List on the reverse side the courses already taken and those you plan to take in the future.

Step 5 - PROGRAM SELECTION PROCESS

List the courses you plan to take in the section Tentative Course Selection 1983-84. Course titles, code numbers and pre-requisites can be found in the program of studies. After completing your tentative course selection sheet (in ink), discuss with your present teachers where necessary and request their endorsement and comments. English, Social Studies, Foreign Language, Math and Science require endorsement. For all other subjects, students should check the Shen News for requirements.

Step 6 - COUNSELOR REVIEW

Once all the teachers have endorsed your courses, students should discuss their tentative course selection sheet with parents and return them to their counselor by February 18, 1983. Counselors will require a tentative selection sheet of all students (signed or unsigned). Students will receive a copy of their final course sheet when they have returned the Program Form signed by parents. Students with program conflicts or difficulties will be contacted by their counselor for assistance.

List free periods including lunch. Free period: _____

Step 7 - STUDENTS' RESPONSIBILITIES (Please read the statement below and sign)

I understand that it is my responsibility to give careful thought and attention to the choices of courses for 1983-84.

I also understand that it is my responsibility to discuss my course choices with teachers, counselor and parents and to return my program form to the guidance department by February 18, 1983.

_____
Student's Signature

Student's Name: _____ Sex _____ Telephone # _____ Class of _____

HR Teacher: _____ Major Sequence: _____

FOUR YEAR PLANNING GUIDE

Grade 9*		Grade 10		Grade 11		Grade 12	
Course	Units	Course	Units	Course	Units	Course	Units
English 9-	__	English/W.Lit.	__	**English (1 cr.)	__	English 12	__
Soc. St. 9-	__	Soc. St./W.Cult	__	Soc. St. 11-	__	_____	__
IPS Science 9-	__	_____	__	Health (11 or 12)	__	_____	__
Math	__	_____	__	_____	__	_____	__
_____	__	_____	__	_____	__	_____	__
_____	__	_____	__	_____	__	_____	__
_____	__	_____	__	_____	__	_____	__
_____	__	_____	__	_____	__	_____	__
Phys. Ed.	0	Phys. Ed.	0	Phys. Ed.	0	Phys. Ed.	0
TOTAL	__	TOTAL	__	TOTAL	__	TOTAL	__

* Include high school subjects taken and passed in the 8th grade.

** Regents Competency Tests in Math, Reading, and Writing must be passed in order to receive a high school diploma (successful completion of the Mathematics and English Regents exam may be substituted). Appropriate SAT and ACT scores may also be used. See your counselor for information.

Tentative Course Selection 1983-84

All students' programs should include 5 units plus P.E.

Code #	Course Title (See Shen News)	Units	Teacher Endorsed yes	no	Comments
	English 1				
	English 2				
	English Alts.				

PARENT'S APPROVAL: (Do not sign until all above sections are completed)

Parents should read this program form completely and signify their approval by signing below. They should be aware that this is a tentative schedule for a student and that any changes due to student or scheduling problems will require their approval at a later date.

Tentative course selection sheets signed by parents must be returned by February 18, 1983 to the Guidance Office. Counselors will review students' schedules and contact parent if there are any difficulties. Counselors will be available for parent meetings during the year and in the summer by appointment only.**********

I approve the above schedule for my daughter/son.

_____ COUNSELOR'S SIGNATURE

_____ PARENT'S SIGNATURE

COMMENTS: _____

Rush-Henrietta Central School I S1 264

ANNUAL STUDENT PLANNING REVIEW

Name _____ Student No. _____

YEAR	SEM.	GRADE	TEACH.	SUBJECTS (INCLUDES SUBJECTS PASSED & FAILED)	LEVEL	FINAL EXAM R-REGENTS L-LOCAL	FINAL MARKS	UNITS OF CREDIT	QUALITY POINTS

ANNUAL STUDENT PLANNING REVIEW

Name _____ Student No. _____

Parent Name _____ Current Grade _____

Address _____ Homeroom _____

_____

_____

Phone _____

REQUIREMENTS

English _____ Physical Education _____

Social Studies _____ Health _____

CAREER ORIENTED COURSES	ADDITIONAL ELECTIVES
_____	_____
_____	_____
_____	_____

Possible Major Sequence(s) _____

Total possible credits this year _____ Graduation requirements:

Cumulative Total _____ Local Diploma - credits

Regents Certification - credits

FUTURE CAREER GOAL(S) _____

Planned courses/activities which support proposed career goals for the present and the following year.

Pres. Yr.	Next Yr.			Pres. Yr.	Next Yr.
		School courses	Explorer Group		
		Vocational Tech. Program	Personal Research/contact		
		Career Intern Program	College Selection		
		Part-time job	RIT U of R courses		
		GIS	Field Trips		
		ASVAB	Interest Survey		
		CPP	PSAT, ACT, SAT		
		INDIVIDUAL/GROUP COUNSELING	Other experiences		

_____ _____

COUNSELOR SIGNATURE STUDENT SIGNATURE

_____

DATE

HAUPPAUGE HIGH SCHOOL
HAUPPAUGE, NEW YORK

CONTRACT FOR EARLY GRADUATION

STUDENT NAME _____ GRADE _____ DATE _____
The above named student has applied for early graduation as of _____
for the following reasons:

_____

_____

Credits earned by the student as of June _____, are:

English	Social Studies	Phys. Ed.
Math	Science	Other
Language	Health	TOTAL CREDITS _____

Requirements that must be completed by Jan./June, _____ are as follows:

English _____

Social Studies _____

Other _____

Phys. Ed. _____

TOTAL CREDITS _____

TOTAL CREDITS AT TIME OF GRADUATION _____

Major Sequence(s) : _____ Type of Diploma: _____

It is the understanding of the undersigned that if the listed requirements are not met by the date above, the student will be denied early graduation and will be reassigned to his regular graduating class. Parents and students will be notified in this event.

It should also be noted that the school administration reserves the right to terminate the participation of any student in the Early Graduation Program, if the student's school citizenship and/or attendance record is not considered satisfactory.

Parent _____

Student _____

Approved _____
Counselor

Approved _____
Principal

White - Guidance
Green - Student
Blue - Principal
Pink - Guidance Chairman
Yellow- Attendance
Gold - Assistant Principal

Sweet Home Central School

I S5 267

Date_____

SENIOR PROFILE

Homeroom_____

The information you provide below will be used by the Guidance Department in preparing college applications, work references and job leads for you in your senior year.

Name_____
(Last) (First) (M.I.)

Address_____ Telephone_____
(Street No.) (Street)

_____
(City) (State) (Zip)

Completed or anticipated Major(s)

_____

_____

_____

Expected Type of Diploma (check one)

Regents_____

School_____

Date of Graduation (check one)

August, 19__ ____ January, 19__ ____ June, 19__ ____

I. Work Experience: (include babysitting, paper routes, etc.)

Employers Name	Address	Position	How Long

II. Extracurricula Activities: (ex: student gov't., class council, sport teams, clubs, etc.)

Organization	Position	How Long

III. Volunteer/Community Service: (ex: Y.E.S., Scouts, Red Cross, church groups, etc.)

Organization	Address	Position	How Long

IV. Interests/Hobbies:

_____

_____

V. Honors/Awards/Special Accomplishments:

_____

_____

VI. Other Educational Experiences: (A.P. courses, internships, leadership conferences, etc._____

_____

VII. Career Plans After High School: (check appropriate areas below)

____Work (Type of employment desired_____)

____Further education (Major or career field_____)

____Military (Which branch_____)

____Undecided (Would like to see a counselor)

VIII. Schools or Colleges In Which I Am Interested:

School	Location	Major

IX. List 5 persons you would like to use as references: (Teachers, Counselors, Employers)

Name	Relationship (ex: teacher at Sweet Home, etc.)
1.	
2.	
3.	
4.	
5.	

B. LIST OF SCHOOL DISTRICTS/BOCES REPRESENTED BY MATERIALS

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Albany Academy (The)	James F. Manning	Academy Road Albany, NY 12208	-Individual Student Grade Profile	F S5 28
Albany-Schoharie Schenectady BOCES	William C. Brayden	1015 Watervliet-Shaker Rd. Albany, NY 12204	-VoTech Folder & Brochure	G S3 118
Albion Central School	Douglas W. Houck	16 East Academy Street Albion, NY 14411	-The Making of a Successful Career Fair	G S5 119
Averill Park Central School	Thomas E. Davis	Box 248 Averill Park, NY 12018	-Fifth Grade Orientation to Middle School	H E1 195
Avon Central School	Donald C. Parker	161 Clinton Street Avon, NY 14414	-Guidepost - Monthly Newsletter	G S3 120
Baldwinsville Central School	Thomas A. Brown	East Oneida Street Baldwinsville, NY 13027	-Drug/Alcohol Group Instruction	D S2 40
Batavia City Schools	David H. Van Scoy	39 Washington Avenue Batavia, NY 14020	-Career Infusion Project, Grades 7-9	D S2 41
Bayport-Blue Point UFSD	Anthony J. Pecorale	189 Academy Street Bayport, NY 11705	-Calendar of Skills, Grades K-5	G F3 121
Berlin Central School	Frank C. Schmidt	School Street Berlin, NY 12022	-Career Day	H S5 196
Bethlehem Central School	Lawrence A. Zinn	90 Adams Place Delmar, NY 12054	-Welcome To Your Guidance Office	G S3 122
Brighton Central School	John W. Washburn	600 Grosvenor Road Rochester, NY 14610	-Cumulative Report, Grades 11-12	I S3 249

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Brunswick Central School	Herbert W. Ford	PO Box 200A - RD 3 Troy, NY 12180	-Career Week Program	H S5 197
Burnt Hills-Ballston Lake Central School	Richard H. O'Rouke	50 Cypress Drive Scotia, NY 12302	-Grade 10 Career Decision Making Unit	D S2 42
Canandaigua City Schools	John Skawski	143 North Pearl Street Canandaigua, NY 14424	-Tentative Course Offering Sheet	I S9 250
Canisteo Central School	Stephen H. Urgenson	84 Greenwood Street Canisteo, NY 14782	-Guidance Planning Worksheet	I S3 251
Cassadaga Valley Central School	Samuel S. Danton	Sinclairville, NY 14782	-Financing Your College Education -Questions and Answers for Parents of Incoming 7th Graders	G S9 124 G E3 123
Cato-Meridian Central School	Richard J. Thomas	Cato, NY 13033	-Diploma Progress Sheet -Leaders Guide for Career Education for the Classroom Teacher	I S1 252 C E1 25
Cattaraugus-Allegany-Erie-Wyoming BOCES	Robert Loretan	Rt. 242, RR #1, Box 136 Ellicottville, NY 14731	-Awareness of Vocational Center Career Opportunities	H S3 198
Cattaraugus Central School	Donald V. Andrews	Carter Street Cattaraugus, NY 14719	-Peer Counseling	A S8 1
Chatham Central School	James J. Costigan	Woodbridge Avenue Chatham, NY 12037	-Guidance Seminar, Grades 9-12	D S2 43
Chemung County-Career Development Council	James E. Carter	951 Hoffman Street Elmira, NY 14901	-Employer-Parent Connections: Families Explore Career Options	E S9 87

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Chenango Forks Central School	Norman J. Sweeney	Box 204A Gordon Drive Binghamton, NY 13901	-High School Course Description Booklet	I S3 253
			-Home School Community Worker	H E2 199
Cincinnatus Central School	Peter W. Hughes	Cincinnatus, NY 13040	-Discovery Day - Addressing Student Concerns	H S7 200
Clarkstown Central School	Donald R. VanWagenen	30 Parrott Road West Nyack, NY 10994	-Career Choice Curriculum, Grade 10	D S5 44
			-Junior to Work Program	H S5 201
Connetquot Central School	John S. Maloney	780 Ocean Avenue Bohemia, NY 11716	-BOCES Occupational Education Summer Follow-up	H S3 202
			-Career Center - 10-12	G S5 125
			-College Discussion Groups	D S6 45
Copake-Taconic Hills Central School	Gerald J. Duffy	Hillsdale, NY 12529	-Financial Aid for Students	G S5 126
Copiague UFSD	Oscar J. Pultz	2650 Great Neck Road Copiague, NY 11726	-Career Awareness, Grades 3-5	D E1 46
			-Evening Counseling	A S6 3
			-Ninth Grade Orientation/ Group Counseling	A S4 2
			-Non-traditional Hours for Counselors as Outreach to Parents	A S9 4
Corning City Schools	Burdette B. Gleason	291 East First Street Corning, NY 14830	-Excellence in Education: Guidance Program	B G1 11
Cortland City Schools	Harvey Kaufman	Valley View Drive Cortland, NY 13045	-Guidance Newsletter for Faculty	G G8 128
			-College Selection Handbook	G S5 127

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Croton-Harmon UFSD	David S. Siegel	Gerstein Street Croton-on-Hudson, NY 10520	-Career Education Survey -Career Research Project, Grade 9 -Guidance Handbook -Life/Work Planning, Parents/ Students -Seventh Grade Career Education Infusion	F G9 99 D S2 47 G G1 129 E S9 88 D S2 48
Dalton School (The)	Gardner P. Nunnan	103 East 93rd Street New York, NY 10028	-Interschool College Night	H S5 203
Deer Park UFSD	Ronald F. Paras	81 Lake Avenue Deer Park, NY 11729	-Work Bound Seminars -Mr. Employer: Profiles of Work Bound Seniors	D S5 49 G S5 130
Delaware-Chenango-Madison-Otsego BOCES	Freeman A. VanWickler	RD #3-East River Road Norwich, NY 13815	-Job Clinic & Employment Guide	G S2 131
Dryden Central School	John M. Wheeler	Dryden, NY 13053	-7th Grade Orientation -Stress Control, Grade 7	H S3 204 H S7 205
East Islip UFSD	Edward J. Milliken	8 Laurel Avenue East Islip, NY 11730	-BOCES Vocational Selection -Coordinated Career Education Activity -Pre-Senior Year Parent-Student-Counselor Conference	H S3 206 D S5 50 E S1 89
East Meadow UFSD	Martin T. Walsh	Carman Avenue East Meadow, NY 11554	-Conference on Women in Math-Science -8th Grade Decision Making Program	H S5 207 D S2 51
Eastport UFSD	Arthur Figliozzi	Montauk Highway Eastport, NY 11941	-Career Planning for Juniors	D S5 52

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Edgemont UFSD	James L. Finn	Glendale Road Scarsdale, NY 10483	-A Summer Guide: Resources for Students to Explore	G S5 132
Ellicottville Central School	Daniel A. Sirianni	Ellicottville, NY 14731	-H.S. Elective Course Description	I S5 254
Elmira City Schools and Horseheads Central School	James E. Carter	951 Hoffman Street Elmira, NY 14905	-Career Planning Guide	G S5 133
Elmsford UFSD	Douglas J. Keeler	South Hillside Avenue Elmsford, NY 10523	-Career Education, English-Guidance, Grade 10 -Accountability Process for Counseling Practices	D S2 53 B G4 12
Fairport Central School	Anthony Teresa	38 West Church Street Fairport, NY 14450	-Guide to Your Future, Grades 7-12	G S5 134
Farmingdale UFSD	Fred J. Brockmann	Van Cott Avenue Farmingdale, NY 11735	-College Information Program for Parents and Juniors	E S9 90
Franciscan High School	Sister Marie de Curtis	Lexington Avenue Mohegan Lake, NY 10547	-Guidance Plan, Grades 9-12	B G11 13
Frontier Central School	Robert Starr	S4432 Bayview Road Hamburg, NY 14075	-PASS (Progress Achieved with Student Support)	A S8 5
Garden City UFSD	Robert M. Gardner	56 Cathedral Avenue Garden City, NY 11530	-Welcome to the Guidance Office	G S3 135
Geneseo Central School	Robert McCarthy	Geneseo, NY 14454	-Parental Involvement in the Scheduling Process	E S1 91
Glens Falls City Schools	Andrew C. Biondolillo	15 Quade Street Glens Falls, NY 12801	-Career Internship, Grades 11-12	H S2 208

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Great Neck UFSD	William A. Shine	345 Lakeville Road Great Neck, NY 11020	-College Evaluation Survey	G S5 136
Greece Central School	David B. Robinson	PO Box 300 Rochester, NY 14612	-Career Planning for Alternative School Students	D S2 54
			-Jr. High Parent Night	E S9 92
			-Shadowing Program	H S2 209
Greenville Central School	Henry J. Bartosik	Greenville, NY 12083	-Survey: Student Awareness of Guidance	F G9 100
Greenwood Lake UFSD	Ray L. Cole	Waterstone Road Greenwood Lake, NY 10925	-Academic/Personal Recognition	F S3 101
Guilderland Central School	Peter W. Alland	State Farm Road Guilderland Center, NY 12085	-State Validated Career Education Curriculum	D S2 55
Hampton Bays UFSD	John J. Gilligan	72A Ponquogue Avenue Hampton Bays, NY 11946	-Career Development Curriculum, Grades 7-10	D S2 56
Hartford Central School	Richard Dillon	Hartford, NY 12838	-Comprehensive CE/Group Guidance Curriculum, K-12	B E1 14
			-Group Guidance Program	B S2 15
Hauppauge UFSD	Jerome M. Malkan	600 Town Line Road Hauppauge, NY 11788	-Going to College is a Family Affair	G S9 137
			-Planning for High School	I S3 256
			-Special Needs Program Forms	I S3 255
Hermon-DeKalb Central School	John F. Sandwick	DeKalb Junction, NY 13630	-Guidance Handbook	G S3 138
Herricks UFSD	Ira J. Singer	Shelter Rock Road New Hyde Park, NY 11040	-Career Education/Decision Making Unit, Grade 10	D S2 57

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Highland Falls Central School	Bruce H. Crowder	40 Mountain Avenue Highland Falls, NY 10928	-Program Guide	I S3 257
Holland Patent Central School	William E. Whitehall, Jr.	Holland Patent, NY 13554	-BOCES Attendance Screening	H S3 210
Homer Central School	John H. Grant	80 South West Street Homer, NY 13077	-Financial Aid Newsletter -Tips to Finding a Job	G S9 139 D S2 58
Horseheads Central School	Jack W. Coapman	Board of Education Horseheads, NY 14845	-College Planning Packet -Career Planning Guide-Planning Ahead	G S5 140 G S5 141
Hudson City Schools	Neil L. Howard	401 State Street Hudson, NY 12534	-Radio Guidance News	H S9 211
Hunter-Tannersville Central School	Arthur W. Rood	Main Street Tannersville, NY 12485	-Career Exploration, Grade 7	D S2 59
Huntington UFSD	Charles W. Rudiger	Bay Avenue, Box 1500 Huntington, NY 11743	-Junior and Senior Class Meetings	D S2 60
Islip UFSD	Melvin R. Blieberg	215 Main Street Islip, NY 11751	-Guide Lines (Newsletter) -Curriculum Handbook -School Profile -College Handbook -9th Grade Handbook	G S3 142 I S3 258 G S5 144 G S5 143 I S3 259
Jeffersonville-Youngsville Central School	George M. Reilly	Box 308 Jeffersonville, NY 12748	-BOCES Vocational Program	H S3 212
Kings Park Central School	Walter R. Arnold	Kohr Road Kings Park, NY 11754	-7th Grade Career Exploration Unit	D S2 61

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Kingston City Schools	Louis A. Salzmann	61 Crown Street Kingston, NY 12401	-Career Day	H S5 213
Lakeland Central School of Shrub Oak	Leon Bock	Shrub Oak, NY 10588	-A Guide for College Planning	G S5 145
Lancaster Central School	J. Norman Hayes	177 Central Avenue Lancaster, NY 14086	-Counselors Newsletter -Guidance Office Procedures	G S3 146 G S3 147
Lewiston-Porter Central School	Daniel J. Healy	4061 Creek Road Youngstown, NY 14174	-Group Counseling, Grade 8 -Leadership Program -Parent Seminars on the Emerging Adolescent	A S8 6 H S4 214 E S9 93
Liverpool Central School	Jerome F. Melvin	800 Fourth Street Liverpool, NY 13088	-Graduation 84 Guide -Guidance/Counseling Plan/ Program, K-12	G S5 148 B E2 16
Long Beach City Schools	Jerome P. Oberman	Lido Boulevard Long Beach, NY 11561	-The Human Connection, Guidance Credit Course -Intern Sponsor Program	D S2 62 H S5 215
Lyndonville Central School	Richard P. Pucher	Housel Avenue Lyndonville, NY 14098	-Alumni Discussion/College Experiences -11th Grade Career Planning Program -10th Grade Career Education	H S5 216 D S5 64 D S5 63
Mamaroneck UFSD	Norman Kalb	1000 West Boston Post Road Mamaroneck, NY 10543	-Career Planning Guide for Jrs./Srs.	G S5 149
Manhasset UFSD	Clinton R. Barter	Memorial Place Manhasset, NY 11030	-Parents Guide to Guidance Department	G S9 150

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Margaretville Central School	Dennis M. McLean	Margaretville, NY 12455	-Kindergarten Career Awareness -Grade 5-12 Guidance Workbook	D E1 65 G E1 151
Marion Central School	Barrie H. Fleegel	4034 Warner Road	-Parent-Teacher Conferences, Secondary	E S9 94
Massapequa UFSD	Herbert J. Pluschau	4925 Merrick Road Massapequa, NY 11755	-A Summer Counseling Program for College Bound Seniors	A S6 7
Mayville Central School	Jack R. Engdahl	Academy Street Mayville, NY 14757	-Planning High School Years	I S3 260
McBurney School (The)	Andrew T. C. Stifler	15 West 63rd Street New York, NY 10023	-Programs to Assist in College Decision Making	H S5 217
Monticello Central School	Robert J. Kaiser	Port Jervis Road Monticello, NY 12701	-Junior Career Planning	D S2 66
Moravia Central School	Anthony T. Beaudry	50 South Main Street Moravia, NY 13118	-A Decision-Making Guide for College Selection	G S5 152
Nassau BOCES	William T. Callahan	Salisbury Center Valentines Rd. & The Plain Rd. Westbury, NY 11590	-Special Needs Student Intake Form	F S3 102
New Rochelle City Schools	Leonard N. Misner	515 North Avenue New Rochelle, NY 10901	-FACT$	H S5 218

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
New York City Bureau of Educational and Vocational Guidance	Anthony J. Alvarado	110 Livingston Street Brooklyn, NY 11201	-Audio-Visual Catalogue	G G1 153
			-F.A.C.T.S. Financial Aid Information	H S5 225
			-Mini Unit - Career Emphasis, Grades 9-12	D S2 68
			-Occupation Guidance Units, Grades 9-12	D S2 67
			-Scholarship Information	G S5 154
New York City Division of Pupil Personnel Services	Anthony J. Alvarado	110 Livingston Street Brooklyn, NY 11201	-Inservice for Counselors	C E1 36
New York City Board of Education Supportive Services Program	Anthony J. Alvarado	110 Livington Street Brooklyn, New York 11201	-Family Counseling Primer	C E2 27
			-Group Guidance Primer	C E1 28
			-Individual Counseling - A Quick Primer	C E2 29
			-Small Group Counseling Inservice Manual	C E2 30
New York City District #14 (PS 380)	William A. Rogers	215 Heyward Street Brooklyn, NY 11206	-Dealing with Anger, Elementary	H E2 219
New York City District #19 (PS 72)	Frank Arricale	2057 Linden Boulevard Brooklyn, NY 11207	-Elementary Health/Science Career Project	H E1 220
			-Future Teachers' Club, Peer Tutoring	H E1 221
			-Improvement Letters	H E1 222
			-Initial Parent Interviews	F E3 103
(PS 108)			-Disposition of Student Referral	F E2 104
			-Guidance Referral Procedures	C E2 31

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
(PS 158)			-Career Lessons, Elementary	D E1 69
(PS 159)			-Career Education, Grade 3	D E1 70
(JHS 166)			-Teacher Report for Parent Conferences	F E2 107
(PS 214)			-Parent Interview Form	F E3 105
(PS 260)			-General Guide to Parent/ Teacher Conferences	C E3 32
			-Interview Worksheet	F E1 106
(PS 273)			-Career Days, Elementary	H E1 223
(PS 345)			-Group Guidance for the Classroom Teacher	C E1 33
New York City District #32 (PS 75)	Joseph Pacheco	797 Bushwick Avenue Brooklyn, NY 11221	-Checklist for New K and 1st Graders	F E3 108
(PS 86)			-Helping the Child Who Acts Out-Teacher Guide	C E2 34
(PS 151)			-Education in Parenting	H E3 224
			-Some Guidance Hints for Teachers	C E2 35
North Babylon UFSD	William J. Leary	5 Jardine Place North Babylon, NY 11703	-Career Film Bibliography	G S5 155
			-Medical Careers	H S5 226
North Bellmore UFSD	Frank M. Marlow	2616 Martin Avenue Bellmore, NY 11710	-Elementary Drug/Alcohol/ Smoking Curriculum	D E1 71

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
North Colonie Central School	Charles A. Szuberla	Newtownville, NY 12128	-Regularly Scheduled College Tables	H S5 227
Northport-East Northport UFSD	Fenwick W. English	110 Elwood Road Northport, NY 11768	-Career Decision Making - Grade 10	D S2 72
			-Career Decision Making - Grade 11	D S2 73
			-Intercollegiate Athletics/ Scholarships	G S5 158
			-Senior Calendar & Planning	G S5 156
			-Transcript Evaluation for Graduation	F S3 109
			-Your College, Your Money and You	G S5 157
Northstar Christian Academy (Gates-Chili)	Frederick N. Fabry	332 Spencerport Road Rochester, NY 14606	-Career Shadowing Program	H S2 228
Oceanside UFSD	Victor A. Leccese	145 Merle Avenue Oceanside, NY 11572	-Career Resource Center	G S5 160
			-Discovery, Group Counseling Program	A S8 8
			-Career Planning at Exit Interview	G S5 163
			-Parent Handbook on Guidance Service	G S9 164
			-Post HS Planning for the 80's	G S5 161
			-Scholarships and Financial Aid	G S5 162
			-Welcome to the Work Force	G S5 159
Ontario-Seneca-Yates Cayuga-Wayne BOCES	James A. Runkle	Finger Lakes Educ. Center R.D. #2 Stanley, NY 14561	-A Handbook of Information for Counselors	C S3 37

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Oriskany Central School	David S. Giles	Utica Street Oriskany, NY 13424	-Senior Review Sheet	I S3 261
Ossining UFSD	John J. Humphrey	83 Croton Avenue Ossining, NY 10562	-Career Breakfast	H S9 229
Oxford Academy and Central School	David D. Burroughs	South Washington Avenue Oxford, NY 13830	-Senior Experience Day	H S5 230
Patchogue-Medford UFSD	Henry P. Read	241 South Ocean Avenue Patchogue, NY 11772	-Guidance Curriculum, 7-12	B S2 17
Pawling Central School	Marilyn B. Brannigan	7 Haight Avenue Pawling, NY 12564	-Growing and Changing - Grade 7 Curriculum	D S2 74
Pembroke Central School	Donald P. Bow	Rts. 5 & 77 Corfu, NY 14036	-Senior Practicum Program	H S2 231
Peru Central School	Norman J. Votraw	High School Building Peru, NY 12972	-Junior High Group Guidance Curriculum	D S2 75
Port Jefferson UFSD	Charles E. Ebetino	High Street Port Jefferson, NY 11777	-Guidance Program Description	B G1 18
Queensbury UFSD	Jack V. Irion	83 Aviation Road Glens Falls, NY 12801	-Self Improvement - Grade 7 Curriculum	D S2 76
Ramapo Central School	John P. Connolly	Mountain Avenue Hillburn, NY 10931	-College Tables at Noon -Personal Profile	H S5 232 I S5 262
Randolph Central School	Raymond F. Leahy	Randolph, NY 14722	-Sixth Grade Orientation	H E1 233
Rhinebeck Central School	James E. Sailer	Box 351 Rhinebeck, NY 12572	-Career Project - Grade 7 Curriculum	D S2 77

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Rhinecliff UFSD	Michael Franzier	Morton Road Rhinecliff, NY 12574	-Teen Sexuality	H S7 234
Riverhead Central School	Richard Suprina	700 Osborne Avenue Riverhead, NY 11901	-Here's Help for Early School Leavers	G S7 165
			-Sophomore Career Exploration Project	D S2 78
Rochester School for the Deaf	Fred L. Koch	1545 St. Paul Street Rochester, NY 14621	-College Day	H S5 236
			-Summer Work for Deaf Students	H S5 235
Rockville Centre UFSD	Urban J. D. Leavitt	Shepherd Street Rockville Centre, NY 11570	-Guidance Handbook for Post High School Planning	G S3 166
Rocky Point UFSD	Frank Carasiti	Rocky Point-Yaphank Road Rocky Point, NY 11778	-Senior Handbook	G S5 167
Rome City Schools	Ernest J. Cannava	112 East Thomas Street Rome, NY 13440	-Grade 9 Career Awareness	D S5 79
			-College and Career Guide	G S5 168
Rush-Henrietta Central School	Raymond P. Delaney	2034 Lehigh Station Road Henrietta, NY 14467	-Course Descriptions	I S3 263
			-Annual Student Planning Review	I S1 264
			-Add/Drop Forms	F S3 110
			-Getting Ready for College or Work	G S5 173
			-College Planning Guide	G S5 169
			-College Suggestion Worksheet	F S5 111
			-On Your Own - A Guide for Early School Leavers	G S7 170
			-Junior Bulletin	G S9 171
			-Student Progress Report	F S9 112
			-Development of a Guidance Plan	B G2 19
			-High School Profile	G S5 172

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
St. Paul's of Norwich	Sister Rita Michael McGraw, Principal	17 Prospect Street Norwich, NY 13815	-Career Education Unit	D E1 80
Saratoga Springs City Schools	Gerald J. Carozza	5 Wells Street Saratoga Springs, NY 12866	-Home/School Folder, Elementary Guidance	G E1 174
			-Home/School Folder, Secondary Guidance	G S5 175
Sayville UFSD	David M. Jones	Administration Building Sayville, NY 11782	-Guidance Handbook of Career/College Information	G S9 176
Schenectady City Schools	Frank C. Mayer	108 Brandywine Avenue Schenectady, NY 12307	-Guidance Plan, K-12	B G4 20
Schuyler-Chemung-Tioga BOCES	Ronald A. Poletto	RD #1 Bath, NY 14810	-College Information Day	H S5 237
Seneca Falls Central School	M. Douglas Zoller	76 State Street Seneca Falls, NY 13148	-Guide to Jobs in Industry	G S5 177
Shelter Island UFSD	Frederick Bement	Shelter Island, NY 11964	-Career Exploration Course, Grade 10	D S2 81
			-College Bound Guidance Program, Grade 11	D S2 82
			-Group Counseling, Grades 9-12	A S4 9
			-Outline of Guidance Program, Grades 6-12	B G2 21
			-Parental Approval-Transcript Transmittal	F S5 113
			-Guidance Forms Grade 12	H S9 117

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Shenendehowa Central School	Edwin E. Dumm[illegible]	Box 57 Clifton Park, NY 12065	-Career Education Infusion, Elementary	C E1 39
			-Guidance Credit Course	D S2 83
			-Junior High Parent Survival Handbook	G S9 178
			-Program Planning Form	I S3 266
			-Suicide Prevention In-service Program	C S8 38
			-High School Curriculum Guide	I S3 265
Sherrill City Schools	Albert Kouba	Route 234 Verona, NY 13478	-Guidance Department Program, Grades 7-12	B G2 22
Shoreham-Wading River Central School	Richard R. Doremus	Route 25A Shoreham, NY 11786	-College Search Seminar	D S5 84
Silver Creek Central School	James E. Goodspeed	Dickinson Street Silver Creek, NY 14136	-Guidance Newsletter	G S5 179
Smithtown Central School	Charles D. Ahern	Edgewood Avenue St. James, NY 11780	-College Information Night, Grade 11	E S9 95
			-College Planning for Juniors	G S5 180
			-Group Counseling, Grade 9	A S8 10
			-Group Workshop, (Students of Separated Parents)	H S7 240
			-Parent Workshops - College Testing	E S5 96
			-Parent Workshops - Financial Aid	E S5 97
			-Program for Undecided Seniors	H S5 239
			-Mini College Day	H S5 238
Sodus Central School	Hanford A. Salmon	Mill Street Extension Sodus, NY 14551	-Career Education Unit, Grade 8	D S2 85

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
South Kortright Central School	Ivan Beams	South Kortright, NY 13842	-Career Digest	G S5 181
Spencerport Central School	Joseph Clement, Jr.	71 Lyell Avenue Spencerport, NY 14559	-Guidance Program, 7-12 -Beginning Independent Living	B G2 23 H S5 241
Sweet Home Central School	James N. Finch	1901 Sweet Home Road Buffalo, NY 14221	-Career Planning Profile -Every Thing You Have Always Wanted to Know About Summer Jobs -Report on Post High School Plans -S.O.S. Newsletter	I S5 267 G S5 183 F S5 114 G S5 182
Syracuse City Schools	Lionel R. Meno	409 West Genesee Street Syracuse, NY 13202	-Career Guidance Program, Grades 7-12	B S2 24
Three Village Central School	Joseph L. King	Nicoll Road Setauket, NY 11733	-Career Awareness English Unit, Grade 9 -Career Resource Center -High School Plan Sheet -Look at Higher Education	D S2 86 G S5 184 I S3 268 G S5 185
Trinity Pawling School	Phillip Smith	161 Route 22 Pawling, NY 12564	-Individual Student Grade Profile	F S5 115
Troy City Schools	Anthony J. Murray	400 Grand Street Troy, NY 12180	-Jr./Sr. Interview Form	F S1 116
Tuxedo UFSD	Francis X. Heelan	Route 17 Tuxedo, NY 10987	-Career Lunch	H S5 242
Union-Endicott Central School	William A. Zimmerman	1401 Broad Street Endicott, NY 13760	-College Selection and Application Guide	G S5 186

School District	Superintendent	Address	Title(s) of Material in this Publication	Reference Number
Union Springs Central School	Lawrence A. Kiley	27 North Cayuga Street Union Springs, NY 13160	-Handbook for Financial Aid	G S5 187
Utica City Schools	Edward J. Perry	13 Elizabeth Street Utica, NY 13501	-Career Awareness Exploration, Grade 10	H S2 243
Vestal Central School	John J. Keough	District Office Vestal, NY 13850	-Student Course Planning Sheet	I S3 269
Wappingers Central School	Theodore G. Sturgis	Remsen Avenue Wappingers Falls, NY 12590	-Text Anxiety	H S3 244
Warwick Valley Central School	Edward L. Rice	PO Drawer E Warwick, NY 10990	-Guide to Financial Aid	G S5 188
Webster Central School	Daniel J. McGuire	119 South Avenue Webster, NY 14580	-Decision Making Program, Grade 8	H S2 245
West Valley Central School	Robert E. Niver	School Street West Valley, NY 14171	-Career Shadowing -Senior Seminar	H S5 246 H S5 247
Westhill Central School	William Blydenburgh	4501 Onondaga Blvd. Syracuse, NY 13219	-Student Sequential Guidance Profile, Grades 9-12	B S3 25
White Plains City Schools	Jerry Marcus	5 Homeside Lane White Plains, NY 10605	-College & Vocational Information Bulletin -College Planning -Guidance (Activities) Calendar -Job Interview Fair -Local Scholarship/Grant Program -Post High School Guide: Mapping Your Future	G S5 192 G S5 191 G G1 193 H S5 248 G S5 190 G S5 189

School District	Superintendent	Address	Title(s) of Materiai in this Publication	Reference Number
Whitesboro Central School	Nellie M. Love	67 Whitesboro Street Yorkville, NY 13495	-Graduate Followup Survey	F G9 117
Windsor Central School	Albert G. Plouffe	Main Street Windsor, NY 13865	-Career Resource Directory	G S5 194

C. BIBLIOGRAPHY OF STATE EDUCATION DEPARTMENT PUBLICATIONS

Check with your principal. Orders must be on school stationery.

a. District Guidance Plans Implementing Commissioner's Regulation 100.1 (g). 1982. 31 pages.

A manual to assist school personnel to develop plans required by CR 100.1(g). Includes text of the Regulation, definitions of terms, a review checklist, a sample format with instructions, and examples of components of a plan.

b. Career Guidance: Foundation for the Future. 1976. 31 pages.

Framework for a comprehensive career guidance program to assist students to make decisions, clarify values, understand themselves, make personal plans, and develop coping skills. Includes a checklist of program characteristics, an outline of program purpose and components, and staffing suggestions.

c. Career Guidance: Needs Assessment - A Step in Program Planning. 1976. 53 pages.

An overview of a systematic program planning process, with suggestions of specific steps to be undertaken in conducting a local needs assessment. Includes samples and simulations of activities and materials to be used.

d. Career Guidance: Guidance Programs for Pupils in Occupational Education. 1977. 38 pages.

A description of program considerations for students who attend area occupational education centers. Includes recommendations for program management, program outcomes for students and implementation strategies, and sample activities for local adaptation.

e. Career Motivation Project. 1975. 124 pages.

An Instructor's Manual with accompanying resource materials for a comprehensive series of group activities designed to assist students to develop career awareness and career planning skills.

f. Problem Solving Project: Phase I, Overview. 1972. 28 pages.

An overview of a program using the small peer group as an instructional tool to help members internalize information, develop concepts and ideas, try new approaches to communication with others, and improve self-understanding.

g. Problem Solving Project: Phase II, Student Leader Training. 1972. 23 pages.

Outline of a basic training program for peer-group leaders or facilitators, with a self-learning program for trainers. Includes specific suggestions for training team and for student leader team activities.

h. Written Comprehensive Career Plan Workshop: Proceedings. 1979. 46 pages.

A guide to the use of a written format for students to document and interpret their experiences over a period of time in developing self-knowledge, decision-making and career planning skills. Includes samples of formats developed and used in pilot schools.

D. SUMMARY OF GUIDANCE REGULATION

	REGULATION EFFECTIVE February 3, 1971	AMENDED REGULATION EFFECTIVE July 28, 1982
TYPE OF DISTRICT:	Not Specified	Public and nonpublic provisions
GRADE LEVELS:	7-12—all schools	K-6 and 7-12 Public Schools 7-12 Nonpublic Schools
DEFINITION OF GUIDANCE PROGRAM ACTIVITIES:	Not defined	In grades 7-12 public school program to include: a) Annual review of student progress; b) Instruction at each grade level in career planning; c) Advisory and counseling assistance; d) Parental involvement In grades K-6 public school program to include: a) Student help with behavior problems and educational progress; b) Parental involvement In grades 7-12 nonpublic secondary school program to include; provision of a guidance and counseling program
PERSONNEL REQUIRED:	Service of personnel certified for guidance service in grades 7-12 only	Service of personnel certified or licensed as school counselors in grades 7-12 public schools only
PLANNING REQUIREMENT:	In the junior high school, "a definite and effective plan of pupil guidance" In the senior high school, "a guidance and counseling program shall be provided"	Public School District Guidance K-12 plan available in district offices to include: a) Program objectives; b) Activities; c) Resources & staffing; d) Assessment; e) Annual review/revision

3542-App. D

E. DISTRICT GUIDANCE PLAN REVIEW CHECKLIST

(List appropriate page or section of attached plan in open boxes)

School District _____ Date of Review _____

Plan Year _____

PUBLIC SCHOOLS

Reference Number		AREAS OF REGULATION
G2	"(1)	Public Schools. Each school district shall have a guidance program for all students"
S1		(a) an annual review of each student's educational progress and career plans with such reviews to be conducted with each student individually or with small groups of students:"
S2		(b) instruction at each grade level to help students learn about various careers and about career planning skills."
S3		(c) . . . advisory. . .assistance to enable students to benefit from the curriculum.
S4		(b) . . .individual or group counseling assistance to enable students to benefit from the curriculum.
S5		(d) . . .advisory assistance to help students develop and implement post-secondary educational and career plans.
S6		Individual or group counseling available to help students develop and implement postsecondary education and career plans.
S7		Advisory service available in grades 7-12 to help students who exhibit school behavioral or adjustment problems.
S8		Individual or group counseling in grades 7-12 to help students who exhibit school behavioral or adjustment problems.
S9		"encourage parental involvement" (in grades 7-12)
S10		(d) the services of personnel certified or licensed as school counselors.
G3	"(ii)	In grades K-6, the program shall be designated in coordination with the teaching staff"
E1A		"to prepare students to participate effectively in their current educational program."
E1B		"to prepare students to participate effectively in their future educational programs.

PUBLIC SCHOOLS

Reference Number		AREAS OF REGULATION
E2		"to help students who exhibit any school behavioral or adjustment problems.
E3		"to encourage parental involvement"
G4	(iii)	Each school district shall develop a district plan, effective September 1983,"
G5		"The plan shall be filed in the district offices and shall be available for review by any individual."
G6		"The plan shall present program objectives which describe expectations of what students will learn from the program.
G7		"activities to accomplish the objectives"
G8		"specifications of staff members and other resources assigned to accomplish the objectives"
G9		". . .provisions for the annual assessment of program results."
G10A		"The plan shall be reviewed annually by the school district."
G10B		"and revisions shall be made as necessary."

3542-App.E

F. INDEX

Add-Drop/Schedule Change - 110
Adolescent Development - 3, 8, 38, 92
Alcohol/Drug/Smoking Programs - 40, 71, 92, 93, 200
Alternative Education Programs - 54
Annual Student Review - 89, 91, 109, 251, 252, 264, 266, 268
Anxiety and Stress - 38, 92, 205, 240
Assembly Programs, Elementary - 70, 223
Athletics and Financial Aid - 158
Audio-Visual Presentations, Elementary - 46, 70, 195
Audio-Visual Presentations, Secondary - 44, 59, 96, 155, 197
Awareness of Guidance Service - 25, 100
Awards to Students - 101, 221, 222

Behavior/Adjustment Problems - 8, 88, 92, 93
Bilingual Printed Materials - 108, 224
Board of Education - 100
Boy Scout Explorers - 243
Bulletin Boards, Elementary - 46

Calendars - 121, 193
Career Breakfasts - 229
Career Day, Elementary - 80, 223
Career Day, Secondary - 119, 133, 196, 197, 213, 226
Career Exploratory Experiences - 76, 84, 87, 201, 208, 209, 245, 246
Career Field Trips, Elementary - 46, 220
Career Instruction, Elementary - 26, 46, 69
Career Instruction, Secondary - 17, 24, 42, 44, 47, 48, 50, 52, 53, 55, 56, 57, 58, 59, 61, 63, 64, 67, 68, 72, 73, 74, 75, 77, 78, 79, 81, 82, 83, 85, 86, 131, 141
Career Internship Programs - 208, 215
Career Lunches - 242
Career Planning Guide - 49, 54, 60, 87, 89, 111, 116, 127, 133, 134, 140, 143, 145, 148, 152, 157, 161, 167, 168, 169, 180, 186, 189, 191, 258, 259, 265
Career Resource Center - 125, 160, 184
Career Resource Directory - 194
Chamber of Commerce - 213

Class Rank - 98, 115

College Campus Problems - 45, 216, 217, 247

College Days - 217, 227, 236, 237, 238

College Search - 7, 52, 66, 82, 84, 90, 95, 96, 97, 111, 127, 134, 136, 137, 138, 140, 143, 145, 148, 149, 152, 157, 160, 161, 166, 167, 168, 169, 173, 179, 180, 184, 185, 186, 189, 216, 217, 227, 232, 237, 238, 247, 262, 267

Communication (Education in) - 87, 201, 208, 209, 215, 228

Community Agencies - 16, 163, 165, 170

Community Resources, Elementary - 46, 70, 223, 229

Community Resources, Secondary - 41, 79, 87, 119, 163, 165, 170, 177, 196, 197, 201, 213, 218, 225, 226, 237, 242, 243, 246, 248

Computer Systems - 3, 43, 95, 125, 160, 184

Congratulatory Letters - 101, 222

Counseling - 7, 21, 27, 29, 53

Counseling (Evening Hours) - 3, 4, 91

Counseling (Group) - 2, 3, 5, 6, 8, 9, 10, 27, 28, 30, 40, 51

Counseling (Summer) - 7

Counselor Professional Organizations - 87, 237

Counselor, Role and Responsibility - 4, 119, 147

Course Descriptions (High School) - 147, 253, 257, 258, 259, 263, 264, 265

Course Planning (Worksheets) - 110, 150, 251, 252, 263, 266, 268, 269

Deaf Students - 235, 236

Descriptions of Secondary Schools - 144, 172

Drop-Outs - 3, 163, 165, 170

Educational Developmental Skills - 11, 92, 121

Educational Training for Counselors/Teachers - 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 119, 128

Employment Days - 49

Financial Aid Information - 7, 90, 97, 124, 126, 127, 133, 134, 139, 140, 143, 145, 148, 149, 152, 154, 157, 158, 161, 162, 168, 169, 184, 186, 188, 189, 190, 218, 225

Folder for Student/School Communications - 175

Follow-up - 114, 117, 136

Forms (See Guidance Forms)

Future Jobs/Work (Information on), Elementary - 65, 70, 80, 194, 220, 223, 229

Future Teacher Clubs - 221

Graduates Share Experiences - 216

Group Work - 2, 5, 6, 8, 9, 10, 28, 30, 33, 40, 43, 45, 51, 66, 151, 219, 234, 244, 247

Guest Speakers, Elementary - 46, 70, 223, 229

Guest Speakers, Secondary - 49, 86, 119, 196, 200, 207, 213, 216, 217, 218, 226, 227, 240, 242, 243

Guidance Curriculum - 11, 14, 15, 134, 151

Guidance Forms - 35, 99, 101, 103, 104, 105, 107, 108, 109, 110, 111, 112, 113, 114, 117, 136, 251, 252, 255, 261, 262, 263, 264, 266, 267

Guidance Handbooks - 122, 124, 129, 134, 135, 138, 148, 149, 164, 166, 167, 171, 176, 189, 193

Guidance Office-Procedural Manual - 119, 257

Guidance Paraprofessionals - 125, 184

Guidance Plan - 11, 12, 13, 16, 19, 20, 21, 22, 23

Guidance Program Description - 11, 12, 13, 15, 18, 21, 22, 23, 25, 122, 134, 135, 150, 164, 166, 175, 176, 193, 257, 265

Guidance Program Development Committees - 19, 20

Guidance Reports - 114, 117

Guidance Secretary - Role/Responsibility - 13, 147

Handbooks, Middle School - 195

Handicapped Students - 102, 235, 236, 241

Health Careers, Elementary Students - 220

High School Profiles - 144, 172

Home School Relations - 18, 32, 35, 99, 103, 108, 112, 120, 121, 129, 164, 171, 175, 178, 199, 211, 224

Hospital Trauma (Education For), Elementary - 220

Human Relations Curriculum - 57, 62, 71, 205, 214

Improved School Performance - 101, 222

Improved Student Behavior - 34, 101, 219, 222

Incentives for Student Performance - 101, 222

Independent Living - 241

Individual Student Profiles - 102, 159, 249, 251, 252, 262, 266, 267, 268, 269

Industry/Labor/Education Councils - 87, 133, 243

Industry Profiles - 177

Information for College Admission Personnel - 98, 115, 144, 172

Information for Employers - 130, 159, 249

Information for Parents - 25, 32, 111, 120, 126, 129, 133, 134, 135, 138, 142, 146, 148, 149, 154, 158, 162, 166, 167, 178, 179, 180, 181, 182, 185, 186, 187, 188, 189, 190, 191, 211, 236, 253, 256, 257, 258, 259, 260, 265

Information for Staff (on Students) - 102, 104

Information for Students - 25, 98, 111, 115, 120, 126, 129, 133, 134, 142, 146, 148, 149, 154, 158, 162, 166, 167, 179, 180, 181, 182, 185, 186, 187, 188, 189, 190, 191, 192, 253, 258, 259, 265

Information on Students (by Staff) - 103, 105

Infusion, Career Education - 26, 39, 41, 48, 133, 155, 226

In-school, Guest Speakers - 70

Inservice for Counselors/Teachers - 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 119, 128, 227

Instruction (Career Guidance) Credit Courses - 62, 81, 83

Instruction (Career-Guidance) Elementary - 26, 46, 69, 71

Instruction (Career-Guidance)

Grade 7 - 15, 17, 24, 41, 48, 56, 59, 61, 74, 75, 76, 77, 205

Grade 8 - 15, 17, 24, 41, 51, 56, 75, 85, 87, 198, 244, 245, 260

Grade 9 - 2, 13, 15, 17, 24, 41, 43, 47, 50, 55, 56, 62, 67, 68, 79, 86, 141, 166

Grade 10 - 13, 15, 17, 24, 42, 43, 44, 53, 56, 57, 58, 62, 63, 67, 68, 72, 78, 81, 83, 198, 206, 212, 240

Grade 11 - 13, 15, 17, 24, 43, 52, 60, 62, 64, 67, 68, 73, 82, 83, 84, 95

Grade 12 - 13, 15, 17, 24, 43, 49, 60, 62, 67, 68, 83, 231, 239

Instruction (Career-Guidance) Total Programs - 13, 15, 17, 24, 43, 56, 67, 68

Interview Folder - 116, 249

Interviews (Student) - 106, 116

Invitations to School Meetings - 224

Job Development - 3

Job Interview Fair - 248

Job Search Information - 45, 54, 58, 67, 125, 130, 131, 133, 134, 138, 148, 149, 159, 160, 166, 167, 168, 169, 177, 179, 184, 231, 235, 239, 243, 262, 267

Letters of Welcome (6th to 5th Graders) - 195

Manuals (Counselor Inservice) - 27, 28, 29, 30, 37

Minority Youth Program - 218, 225

Needs Assessment (Career Education) - 99, 100

Needs Assessment (Guidance Program) - 19, 20, 100

Newsletters (Guidance) - 120, 139, 142, 146, 179, 181, 182, 192, 255

Objectives for Guidance Program - 12, 13, 19, 20, 22, 23

Observing Workers, Elementary - 69

Orientation to Guidance - 122, 135

Orientation to New Building, Middle-Junior High-High School - 195, 204, 233

Parent Checklist/Readiness Skills - 108

Parent Education/Training - 3, 88, 90, 93, 103, 134, 164, 178, 224

Parent Handbook - 150, 164, 171, 176

Parent Interviews - 4, 7, 103, 105, 116

Parent Meetings - 3, 8, 38, 88, 90, 92, 95, 96, 97, 124, 137, 139, 164, 217, 233

Parent/Student Conferences/Workshops - 88, 89, 91

Parent/Teacher Conferences - 16, 32, 94

Parental Separation/Divorce - 27, 93, 240

Peer Cooperation - 45, 214

Peer Counseling - 1, 8, 40, 62, 240

Peer Evaluation - 219

Peer Support - 1, 240

Planning for Post High School - 24, 25, 43, 49, 54, 60, 88, 89, 90, 91, 113, 114, 116, 117, 130, 136, 137, 164, 167, 171, 173, 176, 217, 227, 239, 249, 251

Planning High School Program - 24, 25, 91, 109, 118, 138, 151, 166, 202, 250, 251, 252, 256, 257, 260, 261, 263, 264, 266, 268, 269

Plans for Early School Leavers - 163, 165, 170

Post High School Training - 239

Printed Materials - 11, 18, 31, 39, 79, 118, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 133, 134, 136, 137, 139, 140, 141, 142, 143, 144, 145, 146, 148, 149, 150, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 168, 169, 170, 171, 172, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 194, 253, 258, 259, 265

Printed Materials for Dropouts - 163, 165, 170

Program (Guidance), Planning Aids - 32, 33, 34, 35, 99, 100, 102

Progress Reports - 112

Psychologist - 93, 102, 219

Questionnaires - 114, 117, 136

Racial Prejudice (Elimination of), Elementary 65

Radio Programs (Guidance) - 211

Reduced Attrition BOCES - 202, 210

Referrals to Guidance - 31, 35, 103

Resources (Materials) for Teachers/Counselors - 27, 28, 29, 30, 37, 38, 41, 128, 151, 153

Resumes of Graduating Seniors - 98, 115, 130, 159, 249

Review of Educational Progress - 89, 91, 94

Schedule of Changes - 110

School Media Specialist - 46

School Rules and Procedures - 37, 92, 164, 171, 176, 250

Senior Checklist - 98, 115, 116, 252, 261, 265

Senior Experiences (Required) - 230, 231

Sentence Completion - 195

Sex Role Stereotyping - 65, 198

Shadowing - 54, 86, 87, 201, 209, 228, 246

Social Worker - 45, 71, 93, 199

Special Guides - 132, 183

Special Permission Forms
- Early Graduation
- Early School Release
- Independent Study
- Partial Course Credit

Special Activities/Programs - 3, 4, 14, 17, 40, 42, 44, 45, 46, 49, 50, 51, 52, 59, 63, 64, 65, 66, 69, 72, 73, 78, 80, 84, 114, 195, 196, 197, 198, 199, 201, 202, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 232, 233, 235, 236, 237, 238, 239, 241, 242, 243, 244, 245, 246, 247, 248

Student Achievement - 1, 5, 6, 9, 10, 250

Student Concerns - 2, 5, 6, 10, 19, 28, 45, 51, 62, 200, 214, 216, 247

Student Leadership - 214

Student Programs/Workshops - 54, 200, 207, 211, 227, 234, 239, 240

Student Recognition - 101, 222

Student Referrals (Action on) - 104

Success on Job - 230

Suicide - 38

Summer Experience Available -132, 183, 235

Teacher Actions (Potential Referrals) - 31, 35

Teacher Cooperation, Guidance Program Delivery - 22, 47, 48, 50, 53, 55, 58, 61, 86, 133, 155, 197, 200, 226

Teacher Evaluation of Students 31, 112
Teen Sexuality - 93, 234
Test Anxiety - 96, 244
Transmittal of Records - 113, 115
Tutoring - 221

Underachievers - 5, 6

Visits to BOCES - 21, 198, 206, 212
Visits to Schools - Middle - Junior High - 195, 204, 233
Vocational Education (BOCES) - 37, 118, 131, 198, 206, 212

Work Programs - 208, 235
Working With Families - 27, 32, 35, 71, 103, 108, 178, 199, 224
3542-App. F